UNDER GRADUATE COURSE FOR SANSKRIT (HON.)

UNDER

CHOICE BASED CREDIT SYSTEM (CBCS)

LOCF

Approved by the Committee of courses (Hons.)

on 11.06.2019

UNIVERSITY OF DELHI

DELHI

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Approved by the Faculty of Arts

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Learning Outcomes-based Curriculum Framework for Undergraduate Education

SECTION 1

1.1 Introduction

A high priority task in the context of future education development agenda in India is fostering quality higher education. Further improvement of quality of higher education is considered critical for enabling effective participation of young people in knowledge production and participation in the knowledge economy, improving national competitiveness in a globalized world and for equipping young people with skills relevant for global and national standards and enhancing the opportunities or social mobility. Sustained initiatives are required for institutionalizing an outcome-oriented higher education system and enhancing employability of graduates through curriculum reform based on a learning outcomes-based curriculum framework, improving/upgrading academic resources and learning environment, raising the quality of teaching and research across all higher education institutions; technology use and integration to improve teaching-learning processes and reach a larger body of students through alternative learning modes such as open and distance learning modes and use of MOOCs. Other priority areas of action for fostering quality higher education include translation of academic research into innovations for practical use in society and economy, promoting efficient and transparent governance and management of higher education system, enhancing the capacity of the higher education system to govern itself through coordinated regulatory reform and increasing both public and private sector investment in higher education, with special emphasis on targeted and effective equity-related initiatives.

1.2 Learning outcomes-based approach to curriculum planning and development

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree programmes are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study. The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programmes. They provide general guidance for articulating the essential learnings associated with programmes of study and courses with in a programme. It may be noted that the learning outcomes-based curriculum framework is not intended to promote designing of a national common syllabus for a programme of study or learning contents of courses within each programme of study or to prescribe a set of approaches to teaching-learning process and assessment of student learning levels. Instead, they are intended to allow for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within a broad framework

of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes.

The overall objectives of the learning outcomes-based curriculum framework are to:

- help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a qualification;

- enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study;

- maintain national standards and international comparability of learning outcomes

and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility; and

- provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards.

1.3 Key outcomes underpinning curriculum planning and development

The learning outcomes-based curriculum framework for undergraduate educationist a framework based on the expected learning outcomes and academic standards that are expected to be attained by graduates of a programme of study and holder of a qualification. The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes:

1.3.1 Graduate attributes

The graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a graduate through studies at the higher education institution (HEI) such as a college or university. The graduate attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies, performing well in a chosen career and playing a constructive role as a responsible citizen in the society. The graduate attributes define the characteristics of a student's university degree programme(s), and describe a set of characteristics/competencies that are transferable beyond study of a particular subject area and programme contexts in which they have been developed. Graduate attributes are fostered through meaningful learning experiences made available through the curriculum, the total college/university experiences and a process of critical and reflective thinking. The learning outcomes-based curriculum framework is based on the premise that every student and graduate is unique. Each student or graduate has his/her own characteristics in terms of previous learning levels and experiences, life experiences,

learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students while at the higher education institutions help develop their characteristic attributes. The graduate attributes reflect both disciplinary knowledge and understanding, generic skills, including global competencies, that all students in different academic fields of study should acquire/attain and demonstrate. Some of the characteristic attributes that a graduate should demonstrate areas follows:

- **Disciplinary knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.

- **Communication Skills:** Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.

- **Critical thinking:** Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

- **Problem solving**: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.

- **Analytical reasoning**: Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.

- **Research-related skills:** A sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating; Ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation.

- **Cooperation/Team work**: Ability to work effectively and respectfully with diverse teams;facilitate cooperative or coordinated effort on the part of a group,and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

- **Scientific reasoning:**Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences LOCF 4 from an open-minded and reasoned perspective.

- **Reflective thinking**: Critical sensibility to lived experiences, with self awareness and reflexivity of both self and society.

- **Information/digital literacy:** Capability touse ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.

- **Self-directed learning**: Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.

- **Multicultural competence**: Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

- **Moral and ethical awareness/reasoning**: Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behavior such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.

- **Leadership readiness/qualities**: Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.

- **Lifelong learning:**Ability to acquire knowledge and skills, including „learning how to learn", that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

1.3.2 Qualification descriptors

A qualification descriptor indicates the generic outcomes and attributes expected for the award of a particular type of qualification (for eg. a bachelor's degree or a bachelor's degree with honours). The qualification descriptors also describe the academic standard for a specific qualification in terms of the levels of knowledge and understanding, skills and competencies and attitudes and values that the holders of the qualification are expected to attain and demonstrate. These descriptors also indicate the common academic standards for the qualification and help the degree-awarding bodies in designing, approving, assessing and reviewing academic programmes. The learning experiences and assessment procedures are expected to be designed to provide every student with the opportunity to achieve the intended programme learning outcomes. The qualification descriptors reflect both disciplinary knowledge and understanding as well as generic skills, including global competencies, that all students in different academic fields of study should acquire/attain and demonstrate.

Qualification descriptors for a Bachelor's Degreeprogramme:The students who complete three years of full-time study of an undergraduate programme of study will be awarded a Bachelor's Degree. Some of the expected learning outcomes that a student should be able to demonstrate on completion of a degree-level programme may include the following:

- Demonstrate (i) a fundamental/systematic or coherent understanding of an academic field of study, its different learning areas and applications, and its linkages with related disciplinary areas/subjects; (ii) procedural knowledge that creates different types of professionals related to the disciplinary/subject

area of study, including research and development, teaching and government and public service; (iii) skills in areas related to one's specialization and current developments in the academic field of study.

- Use knowledge, understanding and skills required for identifying problems and issues, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources, and their application, analysis and evaluation using methodologies as appropriate to the subject(s) for formulating evidence-based solutions and arguments;

- Communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s);

- Meet one's own learning needs, drawing on a range of current research and development work and professional materials;

- Apply one's disciplinary knowledge and transferable skills to new/unfamiliar contexts, rather than replicate curriculum content knowledge, to identify and analyseproblems and issues and solve complex problems with well-defined solutions.

- Demonstrate subject-related and transferable skills that are relevant to some of the job trades and employment opportunities.

Qualification descriptors for a Bachelor's Degree with honours:

The qualification descriptors for a Bachelor degree with honoursmay include the following:

- Demonstrate (i) a systematic, extensive and coherent knowledge and understanding of an academic field of study as a whole and its applications, and links to related disciplinary areas/subjects of study; including a critical understanding of the established theories, principles and concepts, and of a number of advanced and emerging issues in the field of study; (ii) procedural knowledge that creates different types of professionals related to the disciplinary/subject area of study, including research and development, teaching and government and public service; (iii) skills in areas related to one's specialization and current developments in the academic field of study, including a critical understanding of the latest developments in the area of specialization, and an ability to use established techniques of analysis and enquiry within the area of specialization.

- Demonstrate comprehensive knowledge about materials, including current research, scholarly, and/or professional literature, relating to essential and advanced learning areas pertaining to the chosen disciplinary areas (s) and field of study, and techniques and skills required for identifying problems and issues relating to the disciplinary area and field of study.

- Demonstrate skills in identifying information needs, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources, analysis and interpretation of data using methodologies as appropriate to the subject(s) for formulating evidence-based solutions and arguments;

- Use knowledge, understanding and skills for critical assessment of a wide range of ideas and complex problems and issues relating to the chosen field of study.

- Communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s) of study;

- Address one's own learning needs relating to current and emerging areas of study, making use of research, development and professional materials as appropriate, including those related to new frontiers of knowledge.

- Apply one's disciplinary knowledge and transferable skills to new/unfamiliar contexts and to identify and analyze problems and issues and seek solutions to real-life problems.

- Demonstrate subject-related and transferable skills that are relevant to some of the job trades and employment opportunities.

1.3.3 Programme learning outcomes

The outcomes and attributes described in qualification descriptors are attained by students through learning acquired on completion of a programme of study. The term 'programme' refers to the entire scheme of study followed by learners leading to a qualification. Individual programmes of study will have defined learning outcomes which must be attaind for the award of a specific certificate/diploma/degree. The programme learning outcomes are aligned with the relevant qualification descriptors. Programme learning outcomes will include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which the students of a specific programme of study should be able to demonstrate for the award of the certificate/Diploma/Degree qualification. The programme learning outcomes would also focus on knowledge and skills that prepare students for further study, employment, and citizenship. They help ensure comparability of learning levels and academic standards across colleges/universities and provide a broad picture of the level of competence of graduates of a given programme of study. A programme of study may be monodisciplinary, multi-disciplinary or inter-disciplinary.Some examples ofprogramme learning outcomes for B.Sc (Physics) and Bachelor programme in Education are given in Section 2.

1.3.4 Course learning outcomes

The programme learning outcomes are attained by learners through the essential learning's acquired on completion of selected courses of study within a programme. The term 'course' is used to mean the individual courses of study that make up the scheme of study for a programme. Course learning outcomes are specific to the learning for a given course of study related to a disciplinary or interdisciplinary/multi-disciplinary area. Some programmes of study are highly structured, with a closely laid down progression of compulsory/core courses to be taken at particular phases/stages of learning. Some programmes allow learners much more freedom to take a combination of courses of study according to the preferences of individual student that may be very different from the courses of study pursued by another student of the same programme. Course-level learning outcomes will be aligned to programmelearning outcomes. Courselevel learning outcomes are specific to a course of study within a given programme of study. The achievement by students of course-level learning

outcomes lead to the attainment of the programme learning outcomes. At the course level, each course may well have links to some but not all graduate attributes as these are developed through the totality of student learning experiences across the years of their study.

A course map would indicate the linkage between course learning outcomes and each programme learning outcome (Table 1). Some examples of course learning outcomes are indicated in Section 3.

Table 1

Programme outcomes	Courses						
	Course1	Course2	Course…	Course..	Course…	Course..	Course..
Outcome 1	x	x	X	x	x	x	x
Outcome 2	x		X	x		x	
Outcome..		x		x	x	x	x
Outcome..		x		x	x	x	
Outcome..	x		X		x		x
Outcome..	x		X		x	x	x
Outcome..		x		x		x	

1.4 Teaching - learning process

The Learning Outcomes-Based Approach to curriculum planning and transaction requires that the teaching-learning processes are oriented towards enabling students to attain the defined learning outcomes relating to the courses within a programme. The outcomebased approach, particularly in the context of undergraduate studies, requires a significant shift from teacher-centric to learner-centric pedagogies, and from passive to active/participatory pedagogies. Planning for teaching therein becomes critical. Every programme of study lends itself to well-structured and sequenced acquisition of knowledge and skills. Practical skills, including an appreciation of the link between theory and experiment, will constitute an important aspect of the teaching-learning process. Teaching methods, guided by such a framework, may include: lectures supported by group tutorial work; practicum and field-based learning; the use of prescribed textbooks and e-learning resources and other self-study materials; open-ended project work, some of which may be team-based; activities designed to promote the development of generic/transferable and subject-specific skills; and internship and visits to field sites, and industrial or other research facilities etc.

1.5 Assessment methods

A variety of assessment methods that are appropriate to a given disciplinary/subject area and a programme of study will be used to assess progress towards the course/programme learning outcomes. Priority will be accorded to formative assessment. Progress towards achievement of learning outcomes will be assessed using the following: time-constrained examinations; closed-book and open-book tests; problem based assignments; practical assignment laboratory reports; observation of practical skills; individual project reports (case-study reports); team project reports; oral presentations, including seminar presentation; viva voce interviews; computerised adaptive testing; peer and self assessment etc. and any other pedagogic approaches as per the context .

Programme learning outcomes relating to bachelor degree in Sanskrit

B.A.(Hons.)

For centuries Sanskrit has been the repository of Indian wisdom. In the ancient period of her history itself, India had made significant strides in several areas of knowledge production. She had a rich tradition of philosophy and religion along with major achievements in logic, mathematics, law, medicine, literature, dramatics, agricultural sciences, marine technology and many crafts and trades.

Prior to the imposition of the colonialist agenda by British imperialists, these subjects were being taught in Indian schools and universities. However, these subjects were replaced with western knowledge systems under the Education policies pursued by the British government.

In the twenty first century, the Euro –centric approach is being challenged and it is being increasingly recognized that Asian and especially Indian knowledge systems need to be revived and used for the betterment of humankind. As the principal medium of all intellectual advancements in India, Sanskrit needs to be given a pride of place in the scheme of studies. India's Education policies of 1968 and 1986 declare that 'more liberal facilities' must be provided for the study of Sanskrit in universities.

Sanskrit is offered in different forms as an Honours course where students read at least twenty papers in Sanskrit; as a Programme course where students study lesser number of papers in Sanskrit ; as a Generic Elective subject for students from other disciplines.

The Sanskrit Honours and Programme syllabus has a two pronged objective – to introduce students to a variety of traditional disciplines in Sanskrit studies and to strengthen their knowledge of the language.

When students come from school to College, the level of difficulty both in terms of the language and content rises dramatically. Therefore, the Sanskrit Honours Course aims to train them in classical Sanskrit in which major works on various disciplines are written. It is also aims to train them in important traditional disciplines which may be put under the category of humanities. These are - Vedic studies ; the huge volume of literature – prose, poetry and drama which have inspired and continue to inspire great literary works in almost all Indian languages; literary criticism or kavya Shastra; vyakarana which covers a large area of linguistics; darshana i.e. philosophy and logic; dharma Shastra which covers many areas of sociology and legal studies.

The syllabus also realizes that Sanskrit has been the language of governance for centuries and therefore several ruling dynasties and even private entities got their inscriptions written in Sanskrit. These inscriptions are extremely important for the study of Indian history, paleography and chronology. These find place in various forms in this syllabus.

This course also seeks to introduce certain non technical aspects of scientific disciplines - the Indian system of medicine, mathematics and astronomy.

The Honours course will especially focus on issues which have a contemporary resonance. It will seek to enrich our modern understanding of these issues with traditional Indian wisdom. It will combine traditional wisdom with modern studies and research in these various disciplines in India and abroad. In most courses an attempt will be made to expose students to e-resources and help them to use them fruitfully.

The Honours course will thus make students better equipped to pursue their post graduate studies and undertake further research in these disciplines.

The BA Programme in Sanskrit is less ambitious in range and level of difficulty. It offers limited courses in literature and language. Students pursuing the BA Programme course will also get the opportunity to read some Generic Courses in Sanskrit where the emphasis will be more on introducing domain knowledge than language studies.

Background/Preamble:

Ministry of Human Resource Development (HRD), Govt. of India, has already initiated the process for developing New Education Policy (NEP) in our country to bring out reforms in Indian education system. University Grants Commission (UGC) participates more actively in developing National Education Policy, its execution and promotion of higher education in our country. The UGC has already initiated several steps to bring equity, efficiency and academic excellence in National Higher Education System. The important ones include innovation and improvement in course- curricula, introduction of paradigm shift in learning and teaching pedagogy, examination and education system.

The education plays enormously significant role in building of a nation. There are quite a large number of educational institutions, engaged in imparting education in our country. Majority of them have entered recently into semester system to match with international educational pattern. However, our present education system produces young minds lacking knowledge, confidence, values and skills. It could be because of complete lack of relationship between education, employment and skill development in conventional education system. The present alarming situation necessitates transformation and/or redesigning of education system, not only by introducing innovations but developing "learner-centric approach in the entire education delivery mechanism and globally followed evaluation system as well.

Majority of Indian higher education institutions have been following marks or percentage based evaluation system, which obstructs the flexibility for the students to study the subjects/courses of their choice and their mobility to different institutions. There is need to allow the flexibility in education system, so that students depending upon their interests and aims can choose inter-disciplinary, intra-disciplinary and skill-based courses. This can only be possible when choice based credit system (CBCS), an internationally acknowledged system, is adopted. The choice based credit system not only offers opportunities and avenues to learn core subjects but also exploring additional avenues of learning beyond the core subjects for holistic development of an individual. The CBCS will undoubtedly facilitate us bench mark our courses with best international academic practices. The CBCS has more advantages than disadvantages.

Advantages of the choice based credit system:

- Shift in focus from the teacher-centric to student-centric education.
- Student may undertake as many credits as they can cope with (without repeating all courses in a given semester if they fail in one/more courses).
- CBCS allows students to choose inter-disciplinary, intra-disciplinary courses, skill oriented papers (even from other disciplines according to their learning needs, interests and aptitude) and more flexibility for students).
- CBCS makes education broad-based and at par with global standards. One can take credits by combining unique combinations. For example, Physics with Economics, Microbiology with Chemistry or Environment Science etc.

- CBCS offers flexibility for students to study at different times and at different institutions to complete one course (ease mobility of students). Credits earned at one institution can be transferred.

Disadvantages:

- Difficult to estimate the exact marks
- Workload of teachers may fluctuate
- Demand good infrastructure for dissemination of education

Choice Based Credit System (CBCS):

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System:

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
   - **2.1 Discipline Specific Elective (DSE) Course**: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
   - **2.2 Dissertation/Project**: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
   - **2.3 Generic Elective (GE) Course**: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

     P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
3. **Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
   - **3.1** AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.
   - **3.2** AE Elective Course (AEEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

Implementation:

1. The CBCS may be implemented in Central/State Universities subject to the condition that all the stakeholders agree to common minimum syllabi of the core papers and at least follow common minimum curriculum as fixed by the UGC. The allowed deviation from the syllabi being 20 % at the maximum.
2. The universities may be allowed to finally design their own syllabi for the core and elective papers subject to point no. 1. UGC may prepare a list of elective papers but the universities may further add to the list of elective papers they want to offer as per the facilities available.
3. Number of Core papers for all Universities has to be same for both UG Honors as well as UG Program.
4. Credit score earned by a student for any elective paper has to be included in the student's overall score tally irrespective of whether the paper is offered by the parent university (degree awarding university/institute) or not.
5. For the introduction of AE Courses, they may be divided into two categories:
    a) AE Compulsory Courses: The universities participating in CBCS system may have common curriculum for these papers. There may be one paper each in the 1st two semesters viz. (i) English/MIL Communication, (ii) Environmental Science.
    b) AE Elective Courses: The universities may decide the papers they may want to offer from a common pool of papers decided by UGC or the universities may choose such papers themselves in addition to the list suggested by UGC. The universities may offer one paper per semester for these courses.
6. The university/Institute may plan the number of seats per elective paper as per the facility and infrastructure available.
7. An undergraduate degree with honours in a discipline may be awarded if a student completes 14 core papers in that discipline, 2 AE Compulsory Courses, minimum 2 AE Elective Courses and 4 papers each from a list of discipline specific elective and generic elective papers respectively.
8. An undergraduate program degree may be awarded if a student completes 4 core papers

each in three disciplines of choice, 2 AE Compulsory Courses, minimum 4 AE Elective Courses and 2 papers each from a list of discipline specific elective papers based on three disciplines of choice selected above, respectively.

9. The credit(s) for each theory paper/practical/tutorial/project/dissertation will be as per the details given in A, B, C, D for B.Sc. Honours, B.A./B.Com. Honours, B.Sc. Program and B.A./B.Com. Program, respectively.

Details of courses under B.A (Honors), B.Com (Honors) & B.Sc. (Honors)

Course	***Credits**	
	Theory+ Practical	Theory + Tutorial
I. Core Course		
(14 Papers)	14X4= 56	14X5=70
Core Course Practical / Tutorial*		
(14 Papers)	14X2=28	14X1=14
II. Elective Course		
(8 Papers)		
A.1. Discipline Specific Elective	4X4=16	4X5=20
(4 Papers)		
A.2. Discipline Specific Elective Practical/ Tutorial*	4 X 2=8	4X1=4
(4 Papers)		
B.1. Generic Elective/ Interdisciplinary	4X4=16	4X5=20
(4 Papers)		
B.2. Generic Elective Practical/ Tutorial*	4 X 2=8	4X1=4
(4 Papers)		
III. Ability Enhancement Courses		
1. **Ability Enhancement Compulsory**		
(2 Papers of 2 credit each)	2 X 2=4	2 X 2=4
Environmental Science		
English/MIL Communication		
2. **Ability Enhancement Elective** (Skill Based)		
(Minimum 2)	2 X 2=4	2 X 2=4
(2 Papers of 2 credit each)		
Total credit	**140**	**140**

- **Optional Dissertation or project work in place of one Discipline Specific Elective paper (6 credits) in 6th Semester**

Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.

*** wherever there is a practical there will be no tutorial and vice-versa**

PROPOSED SCHEME FOR CHOICE BASED CREDIT SYSTEM IN B.A (Honors), B.Com (Honors) & B.Sc. (Honors)

	CORE COURSE (14)	**Ability Enhancement Compulsory Course (AECC) (2)**	**Ability Enhancement Elective Course (AEEC) (2) (Skill Based)**	**Elective: Discipline Specific DSE (4)**	**Elective: Generic (GE) (4)**
I	C 1	(English Communication/MIL)/ Environmental Science			GE-1
	C 2				
II	C 3	Environmental Science/(English/MIL Communication)			GE-2
	C 4				
III	C 5		AECC -1		GE-3
	C 6				
	C 7				
IV	C 8		AECC -2		GE-4
	C 9				
	C 10				
V	C 11			DSE-1	
	C 12			DSE -2	
VI	C 13			DSE -3	
	C 14			DSE -4	

10. The Universities/Institutes may offer any number of choices of papers from different disciplines under Generic Elective and Discipline Specific Elective as per the availability of the courses/faculty.

11. Universities/Institutes should evolve a system/policy about Extra Curricular Activities/ General Interest and Hobby Courses/Sports/NCC/NSS/related courses on its own.
12. A student can opt for more number of Elective and AE Elective papers than proposed under the model curriculum of UGC. However the total credit score earned will not exceed 160 credits for UG Honours and 140 credits for UG Program degree.
13. The new scheme of UG courses should be given due consideration while framing the admission eligibility requirement for PG/ Technical courses in Indian Universities/Institutions to ensure that students following inter and multi-disciplinary format under CBCS are not at a disadvantage. It may be suggested that obtaining 24 credits in a particular discipline may be considered as the minimum eligibility requirement for admission to PG/ Technical courses in Indian Universities/Institutions.

Conversion of credit(s) into grade(s): The following illustrations could be taken as an example for computing SGPA and CGPA from credits for Honours courses in all disciplines, degree Program courses in Science subjects and degree Program courses in Humanities, Social Sciences and Commerce subjects:

1. Grades and Grade Points

Letter Grade	**Grade Point**
O (Outstanding)	10
A+(Excellent)	9
A (Very Good)	8
B+(Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

1. A student obtaining Grade F shall be considered failed and will be required to reappear in the examination.
2. For non credit courses ‘Satisfactory’ or “Unsatisfactory’ shall be indicated instead of the

letter grade and this will not be counted for the computation of SGPA/CGPA.

3. The Universities can decide on the grade or percentage of marks required to pass in a course and also the CGPA required to qualify for a degree taking into consideration the recommendations of the statutory professional councils such as AICTE, MCI, BCI, NCTE etc.,
4. The statutory requirement for eligibility to enter as assistant professor in colleges and universities in the disciplines of arts, science, commerce etc., is a minimum average mark of 50% and 55% in relevant postgraduate degree respectively for reserved and general category. Hence, it is recommended that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Similarly cut-off marks shall be fixed for grade B and B+ based on the recommendation of the statutory bodies (AICTE, NCTE etc.,) of the relevant disciplines.

Illustration of Computation of SGPA and CGPA and Format for Transcripts

2. B. Sc. / B. Com./ B.A. Honors Course

Course	Credit	Grade Letter	Grade Point	Credit Point (Credit X Grade)	SGPA (Credit Point/Credit)
Semester I					
C-1	06	A	8	48	
C-2	06	B+	7	42	
AECC-1	02	B	6	12	
GE-1	06	B	6	36	
Total	**20**			**138**	**6.9 (138/20)**
Semester II					
C-3	06	B	6	36	
C-4	06	C	5	30	
AECC -2	02	B+	7	14	
GE-2	06	A+	9	54	
Total	**20**			**134**	**6.7 (134/20)**

Semester III					
C-5	06	A+	9	54	
C-6	06	0	10	60	
C-7	06	A	8	48	
AEEC-1	02	A	8	16	
GE-3	06	0	10	60	
Total	**26**			**238**	**9.15 (238/26)**
Semester IV					
C-8	06	B	6	36	
C-9	06	A+	9	54	
C-10	06	B	6	36	
AEEC-2	02	A+	9	18	
GE-4	06	A	8	48	
Total	**26**			**192**	**7.38 (192/26)**
Semester V					
C-11	06	B	6	36	
C-12	06	B+	7	42	
DSE-1	06	0	10	60	
DSE-2	06	A	8	48	
Total	**24**			**186**	**7.75 (186/24)**

Semester VI				
C-13	06	A+	9	54
C-14	06	A	8	48
DSE-3	06	B+	7	42

DSE-4	06	A	8	48	
Total	**24**			**192**	**8.0 (192/24)**
CGPA					
Grand Total	**140**			**1080**	**7.71 (1080/144)**

Semester 1	**Semester 2**	**Semester 3**	**Semester 4**
Credit: 20; SGPA: 6.9	Credit: 20; SGPA: 6.7	Credit: 26; SGPA: 9.15	Credit: 26; SGPA: 7.38

Semester 5	**Semester 6**
Credit: 24; SGPA: 7.75	Credit: 24; SGPA: 8.0

Thus, **CGPA = (**20 x 6.9 + 20 x 6.7 + 26 x 9.15 + 26 x 7.38 + 24 x 7.75 + 24 x 8.0)/ 140 = **7.71**

*Transcript (Format): Based on the above recommendations on Letter grades, grade points and SGPA and CCPA, the HEIs may issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

Scheme of Romanization of Devanagari Script
(International Alphabet for Sanskrit Transliteration (IAST))

अ *a*	आ *ā*	इ *I*	ई *ī*	उ *u*
ऊ *ū*	ऋ *ṛ*	ॠ *ṝ*	ऌ *ḷ*	ए *e*
ऐ *ai*	ओ *o*	औ *Au*	ं *ṃ/ṁ*	ः *ḥ*
क् *k*	ख् *kh*	ग् *G*	घ् *gh*	ङ् *ṅ*
च् *c*	छ् *C*	ज् *J*	झ् *jh*	ञ् *ñ*
ट् *ṭ*	ठ् *ṭh*	ड् *ḍ*	ढ् *ḍh*	ण् *ṇ*
त् *t*	थ् *th*	द् *D*	ध् *dh*	न् *n*
प् *p*	फ् *ph*	ब् *B*	भ् *bh*	म् *m*
य् *y*	र् *r*	ल् *L*	व् *v*	
स् *s*	श् *ś*	ष् *ṣ*	ह् *h*	
क्ष् *kṣ*	ज्ञ् *jñ*	श्र् *śr*		

List of Courses

Core Papers (14) B.A. (Hons) Sanskrit		
Semester: I		
C-1 **Classical Sanskrit Literature (Poetry)**	**C-2** **Critical Survey of Sanskrit Literature**	
Semester: II		
C-3 **Classical Sanskrit Literature (Prose)**	**C-4** **Self-Management in the Gītā**	
Semester: III		
C-5 **Classical Sanskrit Literature (Drama)**	**C-6** **Poetics and Literary Criticism**	**C-7** **Indian Social Institutions and Polity**
Semester: IV		
C-8 **Indian Epigraphy, Palaeography and Chronology**	**C-9** **Modern Sanskrit Literature**	**C-10** **Sanskrit and World Literature**
Semester: V		
C-11 **Vedic Literature**	**C-12** **Sanskrit Grammar**	
Semester: VI		
C-13 **Indian Ontology and Epistemology**	**C-14** **Sanskrit Composition and Communication**	

Discipline Specific Elective (DSE) B.A. (Hons) Sanskrit	
DSE-1 **Indian System of Logic and Debate**	**DSE-2** **Art of Balanced Living**
DSE -3 **Theatre & Dramaturgy**	**DSE-4** **Sanskrit and Other Modern Indian Languages**
DSE-5 **Sanskrit Linguistics**	**DSE-6** **Computational Linguistics for Sanskrit**

DSE-7 **Fundamentals of Ayurveda**	**DSE-8** **Environmental Awareness in Sanskrit Literature**

Generic Elective (GE)(Any Four)
B.A. (Hons) Sanskrit

Semester: I/II/III/IV

GE-1 **Basic Sanskrit**	**GE-2** **Indian Culture and Social Issues**
GE-3 **Tools and Techniques for Computing Sanskrit Language**	**GE-4** **Basic Principles of Indian Medicine System (Ayurveda)**
GE-5 **Indian Aesthetics**	**GE-6** **Fundamentals of Indian Philosophy**
GE-7 **Ancient Indian Polity**	**GE-8** **Indian Epigraphy & Paleography**
GE-9 **Computer Applications for Sanskrit**	**GE-10** **Individual, Family and Community In Indian Social Thought**
GE-11 **Nationalism and Indian Literature**	**GE-12** **Indian Architectural System**

Ability Enhancement Elective Course (AEEC)
(Any Two)Skill Based B.A. (Hons) Sanskrit

Semester: III/IV

AEEC-1 **Acting & Script Writing**	**AEEC -2** **Reading skills in Brāhmī Scripts**
AEEC-3 **Machine Translation: Tools and Techniques**	**AEEC-4** **Evolution of Indian scripts**
AEEC-5 **Sanskrit Meters and Music**	

<table>
<tr><td colspan="2">Ability Enhancement Course Compulsory (AECC)
(Any Two) MIL
B.A. (Hons Sanskrit)/B.Sc. (Hons)/B.Sc./B.Com. (Hons)/B.Com
Semester: I/II</td></tr>
<tr><td>AECC-1
Sanskrit as MIL: A (Advance)
Sanskrit Literature</td><td>AECC-2
Sanskrit as MIL: B (Intermediate)
Upaniṣad and Bhagawad Gītā</td></tr>
<tr><td colspan="2">AECC-3
Sanskrit as MIL:C (Introductory)
Niti Literature</td></tr>
</table>

Core Papers (14)
B.A. (Hons) Sanskrit

Semester: I	
C-1 **Classical Sanskrit Literature (Poetry)**	**C-2** **Critical Survey of Sanskrit Literature**
Semester: II	
C-3 **Classical Sanskrit Literature (Prose)**	**C-4** **Self-Management in the Gītā**

Semester: III		
C-5 **Classical Sanskrit Literature (Drama)**	**C-6** **Poetics and Literary Criticism**	**C-7** **Indian Social Institutions and Polity**

Semester: IV		
C-8 **Indian Epigraphy, Palaeography and Chronology**	**C-9** **Modern Sanskrit Literature**	**C-10** **Sanskrit and World Literature**

Semester: V	
C-11 **Vedic Literature**	**C-12** **Sanskrit Grammar**
Semester: VI	
C-13 **Indian Ontology and Epistemology**	**C-14** **Sanskrit Composition and Communication**

C-1
Classical Sanskrit Literature (Poetry)
(12131101)

Max. Marks : (75+ 25 = 100) **Credits : Lectures 60+ Tutorials 12**

[A] Course Objectives:

This course aims at getting the students acquainted with the general outlines of Classical Sanskrit Literature (Poetry) through classical texts.

[B] Course Learning Outcomes :

This course will help the students develop a fair idea of the works of great Sanskrit poets. They will be able to appreciate the styles and thoughts of individual poets focusing on the poetical, artistic, cultural and historical aspects of their works.

This course will enhance competence in chaste classical Sanskrit and give them skills in translation and interpretation of poetic works.

[C] Contents :

Unit: I **Raghuvaṁśam: Canto-I (Verse: 1-25):** **Credits : 10**

Raghuvaṁśam: Introduction (Author and Text), Appropriateness of title, Canto I, 1-25 Grammatical analysis, Meaning/translation, Explanation, Characteristics of Raghu Clan (Raghuvaṁśa) and Role of Dilīpa in the welfare of subjects content analysis i.e. metrical, poetical, artistic, cultural and historic aspects.

Unit: II **Kumārasambhavam: Canto-V (Verses: 1-30):** **Credits : 12**

Kumārasambhavam: Introduction (Author and Text), Appropriateness of title, Background of given contents.

Text Reading Canto V Verses 1-30, (Grammatical analysis, Translation and Explanation), Poetic excellence and Plot, Penance of Pārvati, Poetic excellence, Plot. content analysis i.e. metrical, poetical, artistic, cultural and historic aspects.

Unit: III **Kirātārjunīyam - Canto I (1-25 Verses):** **Credits : 16**

Kirātārjunīyam: Introduction (Author and Text), Appropriateness of title, Background of given contents, Canto I Verses 1-25, Grammatical analysis, Translation, Explanation, Poetic excellence, thematic analysis. content analysis i.e. metrical, poetical, artistic, cultural and historic aspects.

Unit: IV **Nītiśatakam (1-20 Verses, 1st two Paddhatis) -** **Credits : 12**

M. R. Kale Edition

Nītiśatakam: Verses (1-20) grammatical analysis Translation, explanation and thematic analysis, Bhartṛhari's comments on society. content analysis i.e. metrical, poetical, artistic, cultural and historic aspects.

Unit: V **Origin and Development of Mahākāvya :** **Credits: 05**

Origin and development of different types of Māhākavya with special reference to Aśvaghoṣa, Kālidāsa, Bhāravi, Māgha, Bhatti, Śṛiharṣa and their works.

Unit: VI **Origin and Development of Gītikāvya :** **Credits: 05**

Origin & Development of Sanskrit gītikāvayas with special reference to Kālidāsa, Bilhaṇa, Jayadeva, Amarūka, Bhartṛhari and their works.

[D] Suggested Books/Readings:

Compulsory Readings:

1. त्रिपाठी,कृष्णमणि, रघुवंशम्(मल्लिनाथकृत सञ्जीवनीटीका), चौखम्बा सुरभारती प्रकाशन, वाराणसी
2. जनार्दन शास्त्री, भारवि कृत किरातार्जनीयम्, मोतीलाल बनारसीदास, दिल्ली
3. झा,तारिणीश (व्या.), भर्तृहरि कृत नीतिशतकम् ,संस्कृत टीका, हिन्दी व अंग्रेजीव्याख्यानुवादसहित, रामनारायणलाल बेनीमाधव , इलाहाबाद, १९७६.
4. नेमिचन्द्र शास्त्री, कुमारसम्भवम्, मोतीलाल बनारसीदास, दिल्ली
5. त्रिपाठी ,बाबूराम (सम्पा.), भर्तृहरि कृत नीतिशतकम् महालक्ष्मी प्रकाशन, आगरा, १९८६
6. पाण्डेय,ओमप्रकाश (व्या.), मनोरमा हिन्दी-व्याख्या सहित, भर्तृहरि कृत नीतिशतकम्, चौखम्बा अमरभारती प्रकाशन, वाराणसी, १९८२
7. विष्णुदत्त शर्मा शास्त्री(व्या.), भर्तृहरि कृत नीतिशतकम्, विमलचन्द्रिकासंस्कृतटीका व हिन्दी- व्याख्यासहित, ज्ञानप्रकाशन, मेरठ, संवत् २०३४.
8. शर्मा, समीर, मल्लिनाथकृत घंटापथ टीका, भारवि कृत किरातार्जनीयम्, चौखम्बा विद्याभवन, वाराणसी
9. C.R. Devadhar (Ed.), Raghuvaṁśam of Kālidāsa, MLBD. Delhi.
10. Gopal RaghunathNandargikar (Ed.), Raghuvaṁśam of Kālidāsa, MLBD, Delhi.
11. M.R. Kale (Ed.), Kirātārjunīyam of Bhāravi, MLBD, Delhi.
12. M.R. Kale (Ed.), Kumarasambhavam, MLBD, Delhi.
13. M.R. Kale (Ed.), Nītiśatakam of Bhartṛhari, MLBD., Delhi.
14. M.R. Kale (Ed.), Raghuvaṁśam of Kālidāsa, MLBD, Delhi.

Additional Resources:

1. Mirashi, V.V., *Kālidāsa*, Popular Publication, Mumbai.
2. Keith, A.B., *History of Sanskrit Literature*, MLBD, Delhi.
3. Krishnamachariar, *History of Classical Sanskrit Literature*, MLBD, Delhi.

4. Gaurinath Shastri, *A Concise History of Sanskrit Literature*, MLBD, Delhi.
5. Winternitz, Maurice: *Indian Literature* (Vol. I-III), also Hindi Translation, MLBD, Delhi.

[E] Teaching Learning Process

1. Since most learners will be new to classical Sanskrit poetry, a step by step approach is recommended.
2. Teachers must read aloud the Sanskrit text and the students should repeat.
3. Teachers must help students in disjoining all sandhis and dissolving all samāsas.
4. Teachers will arrange the words according to the prose order (anvaya).
5. Students will identify the grammatical structure of each word.
6. Teachers will the guide students in translating each word and then the complete verse.
7. Teachers will discuss the social, political, cultural issues occurring in the text and their contemporary relevance.
8. Teachers may also analyze the text according to the principles of traditional Sanskrit poetics.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 3
Week 8 – Unit 5
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 5
Week 12 – Unit 6

[G] Assessment :

I. Basic Structure of Question Paper & Division of Marks 75

I	i.	Translation-4 (from unit-1 to 4)	04 x 05 =	20
	ii.	Explanations-3 (from unit-1 to 4)	03 x 08 =	24
	iii.	Questions 02 (Unit 1 to 4) **Or** short notes	02 x 10 =	20
	iv.	Grammatical notes on underlined words of verses (from Unit s 1 to 4) -		4
	v.	Sanskrit Question -1 (Comprehension or text based from 3rd & 4th Units)		7

II		**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**		**25**
		Total Marks : (I+II)	**(75+25) =**	**100**

[H] Keywords :

Sanskrit Literature, Mahākāvya, Gītikāvya, Kumārasambhavam, Raghuvaṁśam, Kirātārjunīyam, Nītiśatakam, Classical Sanskrit Literature, Poetry, etc.

C-2
Critical Survey of Sanskrit Literature
(12131102)

Max. Marks : (75+ 25 = 100) **Credits : Lectures 60+ Tutorials 12**

[A] Course Objectives:

This course aims to get students acquainted with the journey of the Ārsha literature from the Vedas to the Purāṇas. It also intends to give an outline of three traditional śāstras i.e. vyākaraṇa, darśana and kāvya śāstra. .

[B] Course Learning Outcomes :

This course will help the students develop a fair idea of the works of great Sanskrit seers. They will be able to improve their knowledge about philosophy, socio-religious life, polity as depicted in the prescribed areas of study.

This course will also introduce them to three important śāstras.

[C] Contents :

Unit: I **Vedic Literature** **Credits : 14**

Saṁhitā (Ṛk, Yajuḥ, Sāma, Atharva) time, subject– matter, religion and philosophy, social life, Brāhmaṇa, Āraṇyaka, Upaniṣad, Vedāṅga (Brief Introduction)

Unit: II **Rāmāyaṇa :** **Credits : 8**

Rāmāyaṇa-time, subject–matter, Rāmāyaṇa as an Ādikāvya. Rāmāyaṇa as a Source Text and its cultural importance.

Unit: III **Mahābhārata :** **Credits : 10**

Mahābhārata and its Time, evolution of the text, subject matter; Mahābhārata : Encyclopaedic nature, As a Source text, Cultural Importance.

Unit: IV **Purāṇas** **Credits : 06**

Purāṇas: Subject matter, Characteristics
Purāṇas: Social, Cultural and Historical Importance

Unit: V General Introduction to Vyākaraṇa and Sāhityaśāstra: Credits: 10

General Introduction to Vyākaraṇa- Brief History of Vyākaraṇaśāstra, General Introduction to Poetics- Six major Schools of Indian Poetics- Rasa, Alaṁkāra, Rīti, Dhvani,Vakrokti and Aucitya.

Unit: VI General Introduction to Darśana Credits : 12

General Introduction to Darśana-Major schools of Indian Philosophy Cārvāka, Bauddha, Jaina, Sāṅkhya-yoga, Nyāya-Vaiseśika, Pūrva- mīmāṁsā and Uttara mīmāṁsā.

[D] Suggested Books/Readings:

Compulsory Reading:

1. उपाध्याय, बलदेव, *वैदिक साहित्य और संस्कृति*, वाराणसी
2. शर्मा , उमाशंकर ऋषि, *संस्कृत साहित्य का इतिहास*, चौखम्बा भारती अकादमी, वाराणसी.
3. Keith , A.B., *History of Sanskrit Literature*, also Hindi translation, MLBD, Delhi. (हिन्दी अनुवाद, मंगलदेव शास्त्री, मोतीलाल बनारसीदास,दिल्ली).
4. M. Krishnamachariar, *History of Classical Sanskrit Literature*, MLBD, Delhi.
5. Gaurinath Shastri, *A Concise History of Sanskrit Literature*, MLBD, Delhi.

Additional Resources:

1. बलदेव उपाध्याय, *संस्कृत साहित्य का इतिहास*, शारदा निकेतन, वाराणसी,
2. प्रीतिप्रभा गोयल, *संस्कृत साहित्य का इतिहास*, राजस्थानी ग्रन्थागार, जोधपुर.
3. राधावल्लभ त्रिपाठी, *संस्कृत साहित्य का अभिनव इतिहास*, विश्वविद्यालय प्रकाशन, वाराणसी
4. RC Majumadar, History and culture of Indian people vol-1(Vedic age) Bharatiya bidyabhavan.
5. Maurice Winternitz, *Indian Literature* (Vol. I-III), also Hindi Translation, MLBD, Delhi.

[E] Teaching Learning Process

- Largely lecture based teaching.
- Social, political, and cultural issues in the related section will be discussed and placed in the current context.
- Students must be involved in conversation or debate about these issues to sharpen their analytical skills.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1

Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 2
Week 6 – Unit 3
Week 7 – Unit 3
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G]	**Assessment :**			
	I.		**Basic Structure of Question Paper & Division of Marks**	**75**
		i.	Long Questions -03 (1-6 Units)	03x 10 = 30
		ii.	Short notes- 04 (1-6 Units)	04 x 5 = 20
		iii.	Short Answer Type Questions -10(Limit1-2Lines) (from all Units)	10 x 1 = 13
		Iv	Sanskrit Question-1	7
	II.		**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**25**
			Total Marks : (I+II)	**(75+25) = 100**

[H] Keywords :

Saṁhitā ,Brāhmaṇa, Āraṇyaka, Upaniṣad, Vedāṅga , Rāmāyaṇa,Mahābhārata,Purāṇas Vyākaraṇaśāstra, , Poetics-Rasa, Alaṁkāra, Rīti, Dhvani,Vakrokti and Aucitya Darśana Cārvāka, Bauddha, Jaina, Sāṅkhya-yoga, Nyāya-Vaiseśika, Pūrva- mīmāṁsā , Uttara mīmāṁsā etc.

C-3
Classical Sanskrit Literature (Prose)
(12131201)

Max. Marks : (75+ 25 = 100) **Credits : Lectures 60+ Tutorials 12**

[A] Course Objectives:

This course aims to acquaint students with Classical Sanskrit Prose literature. Origin and development of prose, important prose romances and Sanskrit fables are also included here for students to get acquainted with the beginnings of Sanskrit Prose literature. The course also seeks to help students negotiate texts independently.

[B] Course Learning Outcomes:

The course will enable students to familiarize themselves with some leading classical prose works and the individual literary styles of their authors. After the completion of this course the learner will be exposed to the socio-cultural conditions of the Indian society as reflected in the prescribed texts. They will acquire skills in advanced Sanskrit communication.

[C] Contents:

Unit: I **Śukanāsopadeśa (Ed. Prahlad Kumar)** **Credit : 12**

Introduction - Author and his works, text up to page 116
(यथा-यथा चेयं चपला दीप्यते.....)

Unit: II **Śukanāsopadeśa (Ed. Prahlad Kumar) :** **Credits : 12**

Śukanāsopadeśa : Society, elements of Āyurveda and political thoughts depicted in Śukanāsopadeśa, discussion on बाणोच्छिष्टं जगत्सर्वम्, वाणी बाणो बभूव, बाणस्तु पञ्चाननः etc.

Unit: III **Viśrutacaritam Upto 15th Para (सुरेन्द्रदेव शास्त्री edition) :** **Credits : 12**

Para 1 to 15 - Introduction- Author and his works, Text reading (Grammar, Translation, and Explanation)

Unit: IV **Viśrutacaritam** **Credits : 12**

Poetic excellence, plot, Timing of Action. Society, language and style of Daṇḍin. Exposition of दण्डिनः पदलालित्यम्, कविर्दण्डी कविर्दण्डी कविर्दण्डी न संशयः।

Unit: V **Origin and development of prose :** **Credits: 06**

Subandhu, Daṇḍin, Bāṇa, Ambikādatta Vyāsa: biography, works, style, thoughts, special contribution

Unit: VI **Origin and development of Sanskrit fables:** **Credits : 06**

Origin and development of prose, important prose romances and fables: Paňcatantra, Hitopadeśa, Vetālapaňcaviṁśatikā, Siṁhāsanadvātriṁśikā, Puruṣaparīkṣā, Śukasaptati.

[D] Suggested Books/Readings:

Compulsory Readings:

1. प्रहलाद कुमार (व्या.), *शुकनासोपदेश*, मेहरचन्द लछमनदास, दिल्ली ।
2. सुरेन्द्रदेव शास्त्री (व्या.), *विश्रुतचरितम्*, साहित्यभण्डार, मेरठ ।
3. उपाध्याय , बलदेव : *संस्कृत साहित्य का इतिहास*, शारदा निकेतन, वाराणसी ।
4. शर्मा,उमाशंकर ऋषि: *संस्कृत साहित्य का इतिहास*, चौखम्बा भारती अकादमी, वाराणसी ।

Additional Resources:

1. रामपाल शास्त्री, *शुकनासोपदेश* ,सुबोधिनी संस्कृत) हि .व्या(., चौखम्बा ओरियन्टालिया, वाराणसी ।
2. झा,रमाकान्त, *शुकनासोपदेश*, चौखम्बा विद्याभवन, वाराणसी ।
3. पन्त, सुबोधचन्द्र एवं विश्वनाथ झा, *दशकुमारचरितम्* -अर्थप्रकाशिकोपेतम्, मोतीलाल बनारसीदास, दिल्ली ।
4. प्रीतिप्रभा गोयल : *संस्कृत साहित्य का इतिहास*, राजस्थानी ग्रन्थागार, जोधपुर ।
5. त्रिपाठी, राधावल्लभ : *संस्कृत साहित्य का अभिनव इतिहास*, विश्वविद्यालय प्रकाशन, वाराणसी ।
6. Keith, A.B. , *History of Sanskrit Literature*, also Hindi translation, MLBD, Delhi. हिन्दी अनुवाद सहित, मंगलदेव शास्त्री, मोतीलाल बनारसीदास,दिल्ली ।
7. M. Krishnamachariar : *History of Classical Sanskrit Literature*, MLBD, Delhi.
8. Gaurinath Shastri: *A Concise History of Sanskrit Literature*, MLBD, Delhi.
9. Maurice Winternitz : *Ancient Indian Literature* (Vol. I-III), also Hindi Translation, MLBD, Delhi

[E] Teaching Learning Process

1. Since most learners will be new to classical Sanskrit prose, a step by step approach is recommended.
2. Teachers must read aloud the Sanskrit text and the students should repeat.
3. Teachers must help students in disjoining all sandhis and dissolving all samāsas.
4. Students will identify the grammatical structure of each word.
5. Teachers will the guide students in translating each word and then the complete sentences.
6. Teachers will discuss the social, political, cultural issues occurring in the text and their contemporary relevance.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G]	**Assessment :**			
	I		**Basic Structure of Question Paper & Division of Marks**	**75**
		i	Translation-4 (from unit-1 to 4)	04 x 05 = 20
		ii.	Explanations-4 (from unit-1 to 4)	03 x 08 = 24
		iii.	questions 02 (Unit 1 to 4) **Or** short notes	02 x 10 = 20
		iv.	Grammatical notes on underlined words of verses (from Unit s 1 to 4) = 4	04
		v.	Sanskrit Question -1 (Comprehension or text based from 3rd & 4th Units)	07
	II		**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**25**
			Total Marks : (I+II)	**(75+25) = 100**

[H] Keywords :

Bāṇa, Kadambari, Śukanāsopadeśa, Daṇḍin, Dashakumarcharit, Viśrutacaritam, Subandhu, Ambikādatta, Hitopadeśa, Vetālapañcaviṁśatikā, Siṁhāsanadvātriṁśikā, Puruṣaparīkṣā, Śukasaptati etc.

C-4
Self-Management in the Gītā
(12131202)

Max. Marks : (75+ 25 = 100) **Credits : Lectures 60 + Tutorials 12**

[A] Course Objectives:

The objective of this course is to study the philosophy of self-management in the Gītā. The course seeks to help students negotiate the text independently without referring to the traditional commentaries so as to enable them to experience the richness of the text.

[B] Course Learning Outcomes:

This course will help students to learn to read the Gītā as a multipolar text which is open to several alternative interpretations.

This course will equip them with the practical skills to negotiate conflicts and emotional disturbances and define and pursue their goals with clarity and dedication. The course will instill leadership qualities in learners and also help them to grow as balanced and successful human beings who can face the challenges of life successfully.

[C] Contents:

Unit: I **Gita: Cognitive and Emotive apparatus:** **Credit : 08**

- Hierarchy of Indriya, Manas, Buddhi and Atman III.42; XV.7
- Role of the Atman - XV.7, XV.9

Unit: II **Gita: Cognitive and Emotive apparatus :** **Credits : 08**

- Mind as a product of Prakriti VII.4
- Properties of three Gunas and their impact on the Mind- XIII. 5-6; XIV.5-8, 11-13; XIV.17

Unit: III **Gita: Controlling of the Mind :** **Credits : 16**

- Confusion and Conduct, Nature of Conflict I.1; I.45; II.6, IV.16
- Casual Factors- Ignorance- II.41; Indriya- II.60, Mind- II.67; Rajoguna- III.36-39; XVI.21; Weakness of Mind- II.3, IV.5

Unit: IV **Means of Controlling the Mind:** **Credits : 08**

- Meditation Difficulties- VI.34-35; Procedure VI.11-14
- Balanced Life- III.8
- Diet Control- XVII.8-10
- Physical and Mental discipline- VI.36, XVII.14-19

Unit: V **Means of Conflict Resolution :** **Credits: 10**

- Importance of Knowledge- II.52; IV.38-39; VI-42
- Clarity of Buddhi- XVII.30-32
- Process of Decision Making- XVIII.63
- Control over Senses- II.59, 64
- Surrender of Kartṛbhava- XVIII.13-16, V.8-9
- Desirelessness- II.48; II-55
- Putting others before Self- III.25

Unit: VI **Gītā: Self-management through devotion:** **Credits : 10**

- Surrender of Ego- II.7, II.47, VIII.7, IX.27, XI.55,
- Abandoning frivolous Debates- IV.11, VII.21, IX.26
- Acquisition of Moral Qualities- XII.11, XII.13-19

[D] Suggested Books/Readings:

Compulsory Readings:

1. श्रीमद्भगवद्गीता
2. Panchamukhi, V.R.- Managing One-Self (Śrimadbhagavadgītā: Theory and Practice), R.S. Panchamukhi Indological Research Centre, New Delhi & Amar Grantha Publications, Delhi, 2001.

Additional Resources:

1. Śrimadbhagavadgītā , The Scripture of Mankind, text in Devanagari with transliteration in English and notes by Swami Tapasyananda, Sri Ramakrishna Math, 1984.
2. Śrimadbhagavadgītā - English commentary by Jayadayal Goyandka, Tattvavivecinī Gītā Press, Gorakhpur, 1997.
3. श्रीमद्भगवद्गीतारहस्य और कर्मयोगशास्त्र — बालगङ्गाधर तिलक, अपोलो प्रकाशन, दिल्ली, 2008.
4. Śrimadbhagavadgītārahasya or Karmayogaśāstra - The Hindu Philosophy of Life, Ethics and Religion, Original Sanskrit Stanzas with English Translation, Bal Gangadhar Tilak & Balchandra Sitaram Sukthankar, J.S.Tilak & S.S.Tilak,1965.
5. Śrimadbhagavadgītā - A Guide to Daily Living, English translation and notes by Pushpa Anand, Arpana Publications, 2000.
6. Chinmayananda - The Art of Man Making (114 short talks on the Bhagavadgītā), Central Chinmaya Mission Trust, Bombay, 1991.
7. Sri Aurobindo - Essays on the Gītā, Sri Aurobindo Ashram, Pondicherry, 1987.
8. Srinivasan, N.K. - Essence of Śrimadbhagavadgītā : Health & Fitness (commentary on selected verses), Pustak Mahal, Delhi, 2006.

[E] Teaching Learning Process

1. Students shall read the text at home and prepare discussion points
2. Teachers and students will read the text in the class – analyzing all grammatical structures
3. Teachers will help students in disjoining sandhis and dissolving compounds
4. Teachers will discuss the themes occurring in various verses in the class and involve students in the discussion
5. Teachers will give an overview of each topic as a lecture
6. A case study based approach may be encouraged to enable students to connect themes and ideas of the text with real life issues.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G]	Assessment Method			
	I.		**Basic Structure of Question Paper & Division of Marks**	**75**
		i.	Explanation -3 (Unit-1 to 6)	3 x 8 = 24
		ii.	Long Question-3 (Unit-1 to 6)	3 x 10 = 33
		iii.	Short Notes- 2 (Unit-1 to 6)	2 x 3= 6
		iv.	Critical Question to be answered in Sanskrit -1	07
		v.	Short answer Type Questions 2	05
	II		**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**25**
			Total Marks : (I+II)	**(75+25) = 100**

[H] Keyword

Gita, Self Managemnt, Ignorance, Mind, Meditation, Balanced Life, Desirelessness, Devotion, Ego, Frivolous Debates. Gunas etc.

C-5
Classical Sanskrit Literature (Drama)
(12131301)

Max. Marks : (75+ 25 = 100) **Credits : Lectures 60+ Tutorials 12**

[A] Course Objectives:

This course is intended to acquaint the students with three of the most famous dramatic works of Sanskrit literature which represent the three stages of the development of Sanskrit drama.

[B] Course Learning Outcomes:

After completion of this course the students will be aware about the beauty and richness of classical Sanskrit dramatic tradition. This course will enhance the ability for critical thinking on issues of culture, polity, morality, religion etc as reflected in the prescribed texts The course will make the students aware of the formal structures of Sanskrit drama in the tradition of Bharata's natya Shastra.

[C] Contents:

Unit: I **Svapnavāsavadattam– Bhāsa Act I & VI :** **Credits : 12**

Svapnavāsavadattam: Act I &VI Story, Translation and Explanation.

Unique features of Bhāsa's style, Characterization, Importance of 1st and 6th Act, thematic analysis - Society, Norms of Marriage, Svapnavāsavadattam as a story of 'regains'' Exposition of भासो हासः।

Unit: II **Abhijānaśākuntalam– Kālidāsa I & IV :** **Credits : 12**

Abhijñānaśākuntalam : Act I-

(a) Introduction, Author, Explanation of terms like nāndī, prastāvanā, sūtradhāra, naṭī, viṣkambhaka, vidūṣaka, kañcukī,

(b) Text Reading (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of Action. Personification of nature, Language of Kālidāsa, dhvani , Upamā Kālidāsa, Purpose and design behind Abhijñānaśākuntalam and other problems related to texts, popular sayings about Kālidāsa & Šākuntalam.

Abhijānaśākuntalam Act IV- Text Reading (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of Action.

Unit: III **Mudrārākṣasam – I :** **Credits : 10**

Mudrārākṣasam: Act I –

(a) Introduction, Author, Purpose and design behind *Mudrārākṣasa.*

(b) Text - Prescribed verses for translation and explanation- 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 14, 16, 18, 19, 21, 22, 24, 26, 27. (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of Action, thematic analysis

Unit: IV **Mudrārākṣasam – II :** **Credits : 10**

Mudrārākṣasam: Act II - prescribed verses for translation and explanation- 1, 3, 4, 5, 7, 8, 9, 10, 13, 15, 16, 17, 18, 19, 22, and 23, Text Reading (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of Action, thematic analysis

Unit: V **Mudrārākṣasam – III :** **Credits: 10**

Mudrārākṣasam: Act III - prescribed verses for translation and explanation- 1, 3, 4, 6, 12, 13, 14, 15, 16, 17, 20, 21, 22, 23, 24, 25, 26, 27, 29, 31 and 33. Text Reading (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of Action.)

Unit: VI **Critical survey of Sanskrit Drama:** **Credits : 06**

Sanskrit Drama: Origin and Development, Nature of Nātaka

Some important dramatists and dramas: Bhāsa, Kālidāsa, Śūdraka, Viśākhadatta, ŚriHarṣa, Bhavabhūti, Bhaṭṭanārāyaṇa and their works.

[D] Suggested Books/Readings:

1. सुबोधचन्द्र पन्त, अभिज्ञानशाकुन्तलम्, मोतीलाल बनारसीदास, दिल्ली।
2. सुरेन्द्रदेव शास्त्री, रामनारायण बेनीप्रसाद, अभिज्ञानशाकुन्तलम्, इलाहाबाद।
3. नारायणराम आचार्य, अभिज्ञानशाकुन्तलम्, निर्णयसागर प्रेस।
4. C.R.Devadhar (Ed.), Abhijñanaśākuntalam, MLBD, Delhi.
5. M.R. Kale(Ed.), Abhijñanaśākuntalam, MLBD, Delhi.
6. Gajendra Gadakar(Ed.), Bose, Ramendramohan, Abhijñanaśākuntalam, Modern Book Agency, 10 College, Square, Calcutta.
7. जयपाल विद्यालंकार, स्वप्नवासवदत्तम्, मोतीलाल बनारसीदास, दिल्ली।
8. M.R. Kale (Ed.), Svapnavāsavadattam, M.L.B.D., Delhi.
9. जगदीशचन्द्र मिश्र, मुद्राराक्षसम्, चौखम्बा विद्याभवन, वाराणसी।
10. निरूपण विद्यालंकार, मुद्राराक्षसम्, साहित्य भण्डार मेरठ।
11. रमाशंकर त्रिपाठी, मुद्राराक्षसम्, वाराणसी।
12. M.R. Kale(Ed.), Mudrārākṣasam, MLBD, Delhi.
13. K.T.Telang(Ed.), Mudrārākṣasam, Nag Publishers, Delhi.
14. रमाशंकर तिवारी, *महाकवि कालिदास*

15. भगवतशरण, उपाध्याय, कालिदास, कवि और काव्य, भारतीय ज्ञानपीठ, काशी.
16. हजारीप्रसाद द्विवेदी, *कालिदास की लालित्य योजना*, राजकमल प्रकाशन, दिल्ली
17. पंकज कुमार, मिश्र *शाकुन्तलविषयक रम्यत्व की अवधारणा*, परिमल पब्लिकेशन, दिल्ली

Additional Resources:

1. Minakshi Dalal, *Conflict in Sanskrit Drama,* Somaiya Publication Pvt. Ltd.
2. Ratnamayi Dikshit, *Women in Sanskrit Dramas,* Meherchand Lachhman Das, Delhi.
3. A.B. Keith, *Sanskrit Drama,* Oxford University Press London, 1970.
4. Minakshi Dalal, *Conflict in Sanskrit Drama,* Somaiya Publication Pvt. Ltd.
5. G. K. Bhat, *Sanskrit Drama,* Karnataka University Press, Dharwar 1975.
6. Henry W. Wells, *Six Sanskrit Plays,* Asia Publishing House, Bombay.

[E] Teaching Learning Process

1. Since most learners will be new to classical Sanskrit drama, a step by step approach is recommended.
2. Teachers must read aloud the Sanskrit text and the students should repeat.
3. Teachers must help students in disjoining all sandhis and dissolving all samāsas.
4. Teachers will arrange words in verses according to the prose order (anvaya).
5. Students will identify the grammatical structure of each word.
6. Teachers will the guide students in translating each word and then the complete verse.
7. Teachers will discuss the social, political, cultural issues occurring in the text and their contemporary relevance.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 3
Week 8 – Unit 4
Week 9 – Unit 4
Week 10 – Unit 5
Week 11 – Unit 5
Week 12 – Unit 6

[G]	**Assessment Method**			
	I.		**Basic Structure of Question Paper & Division of Marks**	**75**
	II	i	Translation-4 (from unit-1 to 5)	04 x 05 = 20
		ii.	Explanations-3 (from unit-1 to 5)	03 x 08 = 24

		iii.	Questions 02 (Unit 1 to 5) **Or** short notes	02 x 10 = 20
		iv.	Grammatical notes on underlined words of verses (from Unit s 1 to 4) = 4	4
			Sanskrit Question -1 (Comprehension or text based from 3rd & 4th Units)	7
			Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	**25**
			Total Marks : (I+II)	**(75+25) = 100**

[H] Keyword

Sanskrit drama, Critical survey of Sanskrit Drama, Mudrārākṣasam, Abhijñānaśākuntalam, Svapnavāsavadattam etc.

C-6
Poetics and Literary Criticism
(12131302)

Max. Marks : (75+ 25 = 100) **Credits : Lectures 60+ Tutorials 12**

[A] Course Objectives:

This course on Poetics and Literary Criticism aims at providing the students with the knowledge of fundamental principles of literary criticism in the Indian tradition on the basis of Kāvyaprakāśa and Sahityadarpana.

[B] Course Learning Outcomes:

This course will make students aware of with the skills to assess the merits or demerits of works on poetry, prose and drama. They will be able recognize the various genres of poetry, appreciate the objectives of poetry and also analyze the structure of a work in terms of the essential ingredients of poetry as propounded. Students will be inspired and encouraged to compose.

[C] Contents :

Unit: I Introduction to Sanskrit Poetics: Credits : 10

- Origin and development of Sanskrit poetics,
- its various names- kriyākalpa, alaṁkāraśāstra, sāhityaśāstra, saundryaśāstra.
- Lakṣaṇa (definition),
- Prayojana (objectives) and
- Hetu (causes) of poetry. (According to *kāvyaprakāśa*)

Unit: II Forms of Kāvya-Literature: Credits : 06

- Forms of poetry: Dṛśya, Śravya, Miśra, (campū)
- Mahākāvya, Khaṇḍakāvya, Gadya-Kāvya: Kathā, Ākhyāyikā (According to Sāhityadarpaṇa)

Unit: III Śabda-śakti: Credits : 12

- Power/Function of word and meaning (according to Kāvyaprakāśa).
- Abhidhā (expression/ denotative meaning),
- Lakṣaṇā (indication/ indicative meaning) and
- Vyañjanā (suggestion/ suggestive meaning).

Unit: IV **Rasa-sūtra:** **Credits : 12**

- Rasa: Rasa-sūtra of Bharata and its prominent expositions:
  - Utpattivāda,
  - Anumitivāda,
  - Bhuktivāda and
  - Abhivyaktivāda,
- Alaukikatā (transcendental nature) of Rasa (as discussed in Kāvyaprakāśa).

Unit: V **Figures of speech :** **Credits: 10**

- Figures of speech-
  Anuprāsa, Yamaka, Śleṣa, Upamā, Rūpaka, Sandeha, Bhrāntimān, Apahnuti, Utprekṣā, Atiśayokti, Tulyayogitā, Dīpaka, Dṛṣṭānta, Nidarśanā, Vyatireka, Samāsokti, Svabhāvokti, Aprastutapraśaṁsā, Arthāntaranyāsa, Kāvyaliṅga and Vibhāvanā.

Unit: VI **Sanskrit Meter :** **Credits : 10**

- Metres-
  Anuṣṭup, Āryā, Indravajrā, Upendravajrā, Drutavilambita, Upajāti, Vasantatilakā, Mālinī, Mandākrāntā, Śikhariṇī, Śārdūlavikrīḍita and Sragdharā.

[D] Suggested Books/Readings:

Compulsory Readings:

1. Alaṅkāras according to *Sāhityadarpaṇa* (Ch. X)
2. Metres according to prescribed texts of poetry and drama.
3. *Sāhityadarpaṇa*: (Ch.VIth), Kārikā 6/1,2,313-37
4. Dwivedi, R.C, *The Poetic Light*:, Motilal Banarsidas, Delhi.1967.
5. *Kāvyaprakāśa*, kārikās 4/27, 28 with explanatory notes.
6. Ray, Sharad Ranjan, *Sāhityadarpaṇa*; Viśvanātha, (Ch I, VI & X) with Eng. Exposition, Delhi.
7. नगेन्द्र, (सं०(, काव्यप्रकाश : मम्मटकृत, आचार्य विश्वेश्वर की व्याख्या सहित, ज्ञानमंडल लि०, वाराणसी।
8. शालिग्राम शास्त्री, साहित्यदर्पण : (व्या०(, मोतीलाल बनारसीदास, दिल्ली।

Additional Resources:

1. बलदेव उपाध्याय, संस्कृत—आलोचना, हिन्दी समिति, सूचना विभाग, उ .प्र., 1963.
2. Kane P.V., *History of Sanskrit Poetics* pp.352-991,
3. Kane, P.V., 1961, *History of Sanskrit Poetics* and its Hindi translation by Indrachandra Shastri, Motilal Banarasidas, Delhi.

[E] Teaching Learning Process

1. Teachers will read and explain the text in the class.
2. Shastra specific terminology will be explained unit-wise.
3. For encouraging application based study the technical terminology of the Shastra will be applied to kavyas like Raghuvamsham , Kiratarjuniyam etc and explained with its context.
4. Topic wise lectures and discussions will be held in the class.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G]	Assessment Method			
	I		**Basic Structure of Question Paper & Division of Marks**	**75**
		I	Long Questions-3 (from unit-1 to 4)	03x 10 = 30
		ii.	Short notes- 02 (from unit-1 to 4)	02 x 05 = 10
		iii.	Almkara definition with examples-2 (5th unit)	2 x 07 = 14
		iv.	Chhands Definition with examples (6th unit)	02 x 07 = 14
		v.	Sanskrit Question-1	07
	II		**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**25**
			Total Marks : (I+II)	**(75+25) = 100**

[H] Keyword

Sanskrit Poetics, *Kavyaprakash, Sahityadarpana* , alaṁkāra ,chandas etc.

C-7
Indian Social Institutions and Polity
(12131303)

Max. Marks : (75+ 25 = 100) **Credits : Lectures 60 + Tutorials 12**

[A] Course Objectives:

The aim of this course is to make the students acquainted with various aspects of social institutions and Indian polity as propounded in the ancient Sanskrit texts such as Saṁhitās, Mahābhārata, Purāṇa, Kauṭilya's Arthaśāstra and other works from Dharma śāstra and Nītiśāstra.

[B] Course Learning Outcomes:

After the completion of this course students will be able to connect the theoretical model propounded by the prescribed texts in the forms of saptanga theory, shadguna theories and mandala theories with contemporary governance issues . The learners will be able to see Dharma as dynamic institution. This will free them from the traces of fundamentalism and they should become more open minded and liberal. Learning and developing a critical approach about the institution of caste and women's issues will make the participants sensitive to discriminating practices.

[C] Contents:

Unit: I **Indian Social Institutions: Nature and Concepts** **Credit : 10**

- Sociological Definition of Social Institutions.
    - Trends of Social Changes, Sources of Indian Social Institutions (Vedic Literature, Sūtra Literature, Purāṇas, Rāmāyaṇa, Mahābhārata, Dharmaśāstras, Buddhist and Jain Literature, Literary Works, Inscriptions, Memoirs of Foreign Writers)
- Social Institutions and Dharmaśāstra Literature:
    - Dharmaśāstra as a special branch of studies of Social
    - Institutions, sources of Dharma (Manusmṛti, 2.12;
    - Yājñavalkyasmṛti, 1.7).
- Different kinds of Dharma in the sense of Social
    - Ethics (Manusmṛti, 10.63; Viṣṇupurāṇa 2.16-17);
- Six kinds of Dharma in the sense of Duties (Mitākṣarāṭīkā onYājñavalkyasmṛti, 1.1).
- Tenfold Dharma as Ethical Qualities (Manusmṛti, 6.92);
- Fourteen-Dharmasthānas (Yājñavalkyasmṛti, 1.3)
    - Varṇa-System and Caste System:
- Four-fold division of Varṇa System, (Ṛgveda, 10.90.12), Mahābhārata, Śāntiparva, 72.3-8);
- Division of Varṇa according to Guṇa and Karma (Bhagvadgīta 4.13, 18.41-44).

- Origin of Caste-System from Inter-caste Marriages
- (Mahābhārata, Anuśāsanaparva, 48.3-11);
- Emergence of non-Aryan tribes in Varṇa-System
- (Mahābhārata, Śāntiparva, 65.13-22).
- Social rules for up-gradation and down-gradation of Caste System (Āpastambadharmasūtra, 2.5.11.10-11, Baudhāyanadharmasūtra, 1.8.16.13-14, Manusmṛti, 10.64, Yājñavalkyasmṛti, 1.96)

- Position of Women in the Society: Brief survey of position of women in different stages of Society.
- Position of women in Mahābhārata (Anuśāsanaparva, 46.5-11, Sabhāparva, 69.4-13.
- Praise of women in The Bṛhatsaṁhitā of Varāhamihira (Strīprasaṁsā, chapter-74.1-10)

- Social Values of Life:
- Social Relevance of Indian life style with special reference to Sixteen Saṁskāras.
- Four aims of life 'Puruṣārtha Catuṣṭaya'-1. Dharma, 2. Artha, 3. Kāma, 4. Mokṣa.
- Four Āśramas- 1. Brahmacarya, 2. Gṛhastha,3. Vānaprastha, 4. Saṁnyāsa

Unit: II Social Institutions and Dharmaśāstra Literature: Credits : 06

- Dharmaśāstra as a special branch of studies of Social Institutions
- Sources of Dharma (Manusmṛti, 2.12; Yājñavalkyasmṛti, 1.7).
- Different kinds of Dharma in the sense of Social Ethics Manusmṛti, 10.63; Viṣṇupurāṇa 2.16-17);
- Six kinds of Dharma in the sense of Duties (Mitākṣarāṭīkā on Yājñavalkyasmṛti, 1.1).
- Tenfold Dharma as Ethical Qualities (Manusmṛti, 6.92);
- Fourteen-Dharmasthānas (Yājñavalkyasmṛti, 1.3)

Unit: III Indian Polity: Origin and Development : Credits : 12

- Initial stage of Indian Polity (from Vedic period to Buddhist period).
- Election of King by the people: 'Viśas' in Vedic period (Ṛgveda, 10.173;10.174; Atharvaveda,3.4.2; 6.87.1-2).
- Parliamentary Institutions: 'Sabhā, 'Samiti' and 'Vidatha' in Vedic period (Atharvaveda,7.12.1;12.1.6 ; Ṛgveda,10.85.26);
- King-maker 'Rājakartāraḥ 'Council in Atharvaveda (3.5.6-7),Council of 'Ratnis' in
- śatapathabrāhmaṇa (5.2.5.1); Coronation Ceremony of Samrāṭ in śatapathabrāhmaṇa (5.1.1.8-13; 9.4.1.1-5)
- Republic States in the Buddhist Period (Digghnikāya, Mahāparinibbaṇa Sutta, Aṅguttaranikāya,1.213;4.252,256)

Unit: IV Later Stages of Indian Polity (From Kauṭilya to Mahatma Gandhi) Credits : 10

- Concept of Welfare State in Arthaśāstra of Kauṭilya (Arthaśāstra, 1.13: 'Matsyanyāyābhibhuthḥ' to 'yo' Asmāngopāyatīti');
- Essential Qualities of King (Arthaśāstra, 6.1.16-18: Sampādayatyasampannaḥ' to 'Jayatyeva na Hīyate');
- State Politics 'Rajadharma' (Mahābhārata, Śāntiparva, 120.1-15; Manusmṛti, 7.1-15; Śukranīti, 1.1-15);
- Constituent Elements of Jain Polity in Nitivākyāmṛta of Somadeva Suri, (Daṇḍanīti- samuddeśa, 9.1.18 and Janapada- samuddeśa, 19.1.10).
- Relevance of GandhianThought in Modern Period with special reference to 'Satyāgraha' Philosophy ('Satyāgrahagītā' of Panditā Kṣamārāva and 'Gandhi Gītā', 5.1-25 of Prof. Indra)

Unit: V Cardinal Theories and Thinkers of Indian Polity Credits: 12

- 'Saptāṅga' Theory of State: 1.Svāmi, 2. Amātya, 3. Janapada 4. Pura, 5. Kośa, 6. Daṇḍa and 7. Mitra (Arthaśāstra, 6.1. Mahābhārata, Śāntiparva, 56.5, Śukranīti, 1.61-62).
- '*Maṇḍala*'Theory of Inter-State Relations: 1.*Ari*, 2. *Mitra*, 3. *Ari-mitra*,4.*Mitra- mitra*, 5.Ari-mitra-mitra;
- Śāḍgunya'Policy of War and Peace : 1. Sandhi, 2. Vigraha, 3. Yāna, 4. Āsana, 5. Saṁśraya 6.Dvaidhibhāva.
- 'Caturvidha Upāya'for Balancing the power of State: 1.Sāma 2. Dāma, 3.Daṇḍa. 4. Bheda;
- Three Types of State Power 'Śakti': 1.Prabhu-śakti, 2.Mantra-śakti, 3. Utsāha-śakti.

Unit: VI Important Thinkers of Indian Polity Credits : 10

Manu, Kautilya, Kāmandaka, Śukrācārya, SomadevaSuri, Mahatma Gandhi.

[D] Suggested Books/Readings:

1. कपूर, अनूपचन्द राजनीतिविज्ञान के—सिद्धान्त, प्रीमियर पब्लिशिंग हाउस, दिल्ली, 1967
2. काणे, पी.वी., धर्मशास्त्र का इतिहास) 1—4 भाग(, अनु० अर्जुन चौबे काश्यप,हिन्दी समिति, लखनऊ, 1966-73
3. जायसवाल सुवीरा- वर्ण जातिव्यवस्थाः उद्भव, प्रकार्य और रूपान्तरण,दिल्ली, 2004
4. ,Hindu Social Organization -Prabhu P.H. Popular Prakashan, Mumbai, 1998
5. जैन,कैलाशचन्द्र, प्राचीनभारतीय सामाजिक और आर्थिक संस्थाएं, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी,, भोपाल, 1976
6. ठाकुर, आद्यादत्त, वेदों में भारतीय संस्कृति, हिन्दीसमिति, लखनऊ, 1967
7. नाटाणी, प्रकाशनारायण, प्राचीनभारत के राजनीतिक विचारक, पोइन्टर पब्लिशर्स, जयपुर, 2002
8. वाजपेयी, अम्बिकाप्रसाद, हिन्दूराज्य शास्त्र, प्रयाग, संवत् 2006

9. विद्यालंकार, सत्यकेतु, प्राचीन भारतीय शासनव्यवस्था और राजशास्त्र,सरस्वतीसदन, मसूरी, 1968

10. सहाय,शिवस्वरूप, प्राचीनभारत का सामाजिक एवं आर्थिक इतिहास, मोतीलालबनारसीदास, दिल्ली, 2012

Additional Resources:

1. नीतिवाक्यामृतम्, सोमदेवसूरिविरचित, व्या०रामचन्द्र मालवीय, चौखम्बा विद्याभवन, वाराणसी, 1972
2. शुक्रनीति, हिन्दी अनुवाद, ब्रह्मशंकर मिश्र, चौखम्बा संस्कृतसीरीज, वाराणसी, 1968
3. सत्याग्रहगीता,पण्डिता क्षमाराव, पेरिस, 1932
4. नारायण, इकबाल, आधुनिक राजनीतिक विचारधाराएं, ग्रन्थविकास, जयपुर, 2001
5. मिश्र,जयशंकर, प्राचीनभारत का सामाजिक इतिहास, बिहार हिन्दीग्रन्थ अकादमी,पटना, 1974
6. मोहनचन्द, जैन संस्कृत महाकाव्यों में भारतीय समाज, ईस्टर्नबुकलिंकर्स, दिल्ली, 1989
7. सिन्हा विनोद एवं रेखा सिन्हा, प्राचीन भारतीय इतिहास एवं राजनैतिक चिन्तन, राधा पब्लिकेशन्स,दिल्ली, 1989।

[E] Teaching Learning Process

Teachers will explain the contents of the text and involve students in the discussion on relevant issues. Caste and women's issues must be highlighted through newspaper reports and leading cases. Examination questions should be so framed as to focus on contemporary problems.

While reading the sections on polity students must be encouraged to connect their study of theory with how international diplomacy is being conducted today, particularly in India’s neighbourhood. A case study based approach may be encouraged. News items, articles and opeds on foreign policy and governance issues must be studied as a part of the course and examination questions should require a thorough reading of these articles.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G]	Assessment Method			
	I		**Basic Structure of Question Paper & Division of Marks**	**75**
		I	Long Questions -4 (from 1-6 Units)	04 x 15 = 60
		ii.	Short notes - 3 (from unit-1 to 4)	03 x 3 = 9
		iii.	One explanation in Sanskrit	01x 6 = 6
	II		**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**25**
			Total Marks : (I+II)	**(75+25) = 100**

[H] Keyword

Indian Society, Social Issue, Ancient Polity, Social Institutions and Dharmaśāstra Literature etc.

C-8
Indian Epigraphy, Paleography and Chronology
(12135908)

Max. Marks : (75+ 25 = 100) **Credits : Lectures 60+ Tutorials 12**

[A] Course Objectives:

This course intends to provide students the knowledge of inscriptions in India through the ages. They get to study the development of various scripts including Brahmi and Kharoshthi used in ancient India. The course will further help students to co-relate various historical facts, chronology, literary elements and other information contents available in the inscriptions.

[B] Course Learning Outcomes:

This course will equip students with the necessary tools for the study of Indian inscriptions. They will learn ancient scripts and use their knowledge in studying more inscriptions later. Students will be able to read, collate and interpret inscriptions to reconstruct history. Thus, it will be useful for students who are interested in pursuing advance study in archaeology.

[C] Contents:

Unit: I **Epigraphy:** **Credits : 08**

- Introduction to Epigraphy and Types of Inscriptions.
- Importance of Indian Inscriptions in the reconstruction of Ancient Indian History and Culture
- History of Epigraphical Studies in India
- History of Decipherment of Ancient Indian Scripts (Contribution of Scholars in the field of epigraphy): Fleet, Cunninghum, Princep, Buhler, Ojha, D.C.Sircar.

Unit: II **Paleography:** **Credits : 10**

- Antiquity of the Art of Writing
- Writing Materials, Inscribers and Library
- Introduction to Ancient Indian Scripts.

Unit: III **Study of selected inscriptions:** **Credits : 12**

- Aśoka's Giranāra Rock Edict-1
- Aśoka's Sāranātha Pillar Edict

Unit: IV **Study of selected inscriptions:** **Credits : 12**

- Girnāra Inscription of Rudradāman
- Eran Pillar Inscription of Samudragupta

Unit: V **Study of selected inscriptions** **Credits: 12**

- Mehrauli Iron Pillar Inscription of Candra
- Delhi Topra Edict of Bīsaladeva

Unit: VI **Ancient Indian Chronology** **Credits : 06**

- General Introduction to Ancient Indian Chronology
- System of Dating the Inscriptions (Chronograms)
- Main Eras used in Inscriptions – Kali Era, Vikrama Era, Śaka Era and Gupta Era

[D] Suggested Books/Readings:

Compulsory Readings:

1. सैनी, रणजीत सिंह, *अभिलेख-मंजूषा*, , न्यूभारतीय बुक कार्पोरेशन, दिल्ली, 2000.
2. झा बन्धु , *उत्कीर्णलेखपञ्चकम्*, वाराणसी, 1968.
3. राणा, एस.एस., *भारतीय अभिलेख*, भारतीय विद्याप्रकाशन, दिल्ली, 1978.
4. भारतीय प्राचीन लिपिमाला, गौरीशंकरहीराचन्द ओझा, अजमेर, 1918.
5. नारायण, अवध किशोर एवं ठाकुरप्रसाद वर्मा : प्राचीनभारतीय लिपिशास्त्र और अभिलेखिकी , वाराणसी, 1970.
6. पाण्डे, राजबली : भारतीय पुरालिपि, लोकभारती प्रकाशन, इलाहाबाद, 1978.
7. राही, ईश्वरचन्द: लेखनकला का इतिहास) खण्ड 1—2), उत्तरप्रदेश हिन्दीसंस्थान, लखनऊ, 1983.
8. सरकार, डी.सी : .भारतीय पुरालिपिविद्या, (हिन्दीअनु० (कृष्णदत्त वाजपेयी, विद्यानिधि प्रकाशन, दिल्ली, 1996.
9. Select Inscriptions (Vol.I) - D.C. Sircar, Calcutta, 1965
10. Dani, Ahmad Hasan: *Indian Paleography*, Oxford, 1963.

Additional Resources:

1. काम्बोज,जियालाल, *उत्कीर्णलेखस्तबकम्*, ईस्टर्न बुकलिंकर्स, दिल्ली.
2. सहाय, शिवस्वरूप : भारतीय पुरालेखों का अध्ययन, मोतीलाल बनारसीदास,दिल्ली .
3. मुले, गुणाकर : अक्षरकथा, प्रकाशनविभाग, भारतसरकार, दिल्ली, 2003.
4. ब्यूलर, जॉर्ज : भारतीय पुरालिपि शास्त्र, (हिन्दीअनु० (मङ्गलनाथ सिंह, मोतीलाल बनारसीदास, दिल्ली, 1966
5. Satyamurty, K. :*Text Book of Indian Epigraphy*, Lower Price Publication, Delhi, 1992.
6. Pillai, Swami Kannu & K.S. Ramchandran: *Indian Chronology (Solar, Lunar and Planetary),* Asian Educational Service, 2003.

[E] Teaching Learning Process

Merely translating will not be sufficient for proper understanding of inscriptions. Teachers should bring out the historical significance of the material available in the inscriptions. Visits to historically important sites, especially related to the inscriptions under-study, will be important.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment Method

I. Basic Structure of Question Paper & Division of Marks **75**

i.	Long Questions -03 (1-6 Units)	03x 10	= 30
ii.	Short notes- 04 (1-6 Units)	04 x 5	= 20
iii.	Short Answer Type Questions - 9 (Limit 50 words)		
iv.	(from all Units)	09 x 02	= 18
v.	Sanskrit Question-1		= 7

II . Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.) **25**

Total Marks : (I+II) **(75+25)** **=** **100**

[H] Keyword

Dharma-lipi, samaja, devanampriya, priyadarshi, mahamatra, sangha-bheda, kshatrapa,karmasachiva, matisachiva, svabhujarjitam, lila-mandira, karmajitavani, Hultzch, Princep, Bulher, J.F.Fleet, Asiatic Society of Bengal, G.H.Ojha, D.C.Sircar, C.S.Upasak, A.H.Dani

C-9
Modern Sanskrit Literature
(12131402)

Max. Marks : (75+ 25 = 100) **Credits : Lectures 60+ Tutorials 12**

[A] Course Objectives:

The purpose of this course is to expose students to the rich & profoundly active tradition of modern creative writing in Sanskrit, enriched by new genres of writing.

[B] Course Learning Outcomes:

This course will enable the students to appreciate the Mahākāvya and Charitakāvya, Gadyakāvya , Rūpaka, GītiKāvya and Other genres and General Survey of Modern Sanskrit Literature. It will create an awareness of the modern historicity of the modern Sanskrit literature.

[C] Contents:

Unit: I Mahākāvya and Charitakāvya: Credits : 12

- Svātantryasambhavam (Revaprasada Dwivedi) Canto 2, Verses 1-45
- Bhimāyanam (Prabha Shankar Joshi)
  Canto X. Verses 20-29;
  Canto - XI. Verses 13-20 & 40-46.

Unit: II Gadya and Rūpaka: Credits : 10

- Śataparvikā (Abhirāja Rajendra Mishra)
- Śārdūla-Śakatam (Virendra Kumar Bhattacharya) – Intensive study of first three acts and general understanding of the rest

Unit: III Gitikāvya : Credits : 12

- Bhatta Mathurna Nath Shastri (Kundaliyān),
- BacchuLal Avasthi Jňāna (Kā ete, Kva Yataste),
- Srinivasa Rath (Katamā Kavitā) etc.

Unit: IV Other genres: Credits : 10

- Hariram Acharya (Sankalpa Gitih);
- Pushpa Dikshit (Bruhi kosminYuge..)
- RadhaVallabh Tripathi (Dhivaragitih – Naukamiha saram saram…)
- Harshdev Madhava: Haiku - Snanagrihe, Vedanā, Mrityuh1, Mrtyuh 2; Khanih;
- Shatāvadhāni R. Ganesh (Kavi-Viṣādah, Varṣāvibhūtih –selected verses)

Unit: V **General Survey:** **Credits: 10**

Pandita Kshama Rao, P.K. Narayana Pillai, S. B. Varnekar, Parmanand Shastri, Reva Prasad Dwivedi, Janaki Vallabh Shastri, Ram Karan Sharma.

Unit: VI **General Survey :** **Credits : 06**

Jagannath Pathak, S. Sunderrajan, Shankar Dev Avatare
Haridas SiddhantaVagish, Mula Shankar M. Yajnika, Mahalinga Shastri, Leela Rao Dayal, Yatindra Vimal Chowdhury, Virendra Kumar Bhattacharya and their works.

[D] Suggested Books/Readings:

Compulsory Readings:

1. मिश्र अभिराज राजेन्द्र, *कल्पवल्ली*) समकालीनसंस्कृतकाव्यसंकलन—(साहित्य अकादमी, 2013
2. प्रभाशंकर जोशी, *भीमायनम्*, शारदा गौरव ग्रन्थमाला, पुणे
3. त्रिपाठी राधावल्लभ, *नवस्पन्दः*, मध्य प्रदेश हिन्दी ग्रन्थ अकादमी
4. त्रिपाठी राधावल्लभ, *आयतिः*, राष्ट्रिय संस्कृत संस्थान, दिल्ली.
5. पन्त,गिरीश चन्द्र) सम्पा०(, *आधुनिकसंस्कृत-साहित्य-संचयन*, विद्यानिधि प्रकाशन, दिल्ली, 2008.
6. श्रीनिवासरथ, तदेव गगनं सैव धरा)काव्यसंग्रह(, राष्ट्रिय संस्कृत संस्थान, दिल्ली.
7. मिश्र, अभिराज राजेन्द्र, विंशशताब्दी- संस्कृत-काव्यामृतम् ,) संक०) (भाग—1)

Additional Resources:

1. उपाध्याय, रामजी, *आधुनिकसंस्कृतनाटक*, चौखम्बासुरभारती प्रकाशन, वाराणसी, 1996.
2. त्रिपाठी, राधावल्लभ, *संस्कृतसाहित्य : बीसवीं शताब्दी*, राष्ट्रिय संस्कृत संस्थान, दिल्ली, 1999.
3. भार्गव, दयानन्द, *आधुनिकसंस्कृतसाहित्य*, राजस्थानी ग्रन्थागार, जोधपुर, 1987.
4. मीरा द्विवेदी, *आधुनिक संस्कृत महिला नाटककार*, परिमल पब्लिकेशन्स, दिल्ली, 2000.
5. रुचि कुलश्रेष्ठ, *बीसवीं शताब्दी का संस्कृतलघुकथासाहित्य*, राष्ट्रिय संस्कृतसंस्थान, दिल्ली, 2008.
6. कलानाथ शास्त्री, *आधुनिक काल का संस्कृत गद्य*—साहित्य, राष्ट्रिय संस्कृतसंस्थान, दिल्ली, 1995.
7. शुक्ल, हीरालाल, *आधुनिकसंस्कृतसाहित्य*, रचनाप्रकाशन, इलाहाबाद, 1971.
8. Joshi, K.R. & S.M. Ayachuit , *Post Independence Sanskrit Literature*, Nagpur, 1991.
9. Prajapati, Manibhai K., *Post Independence Sanskrit Literature: A Critical Survey*, Patna, 2005.
10. UshaSatyavrat *Sanskrit Dramas of the Twentieth Century*, Mehar Chand Lachmandas, Delhi, 1987.
11. Dwivedi, Rahas Bihari, *AdhunikMahakāvya Samikshanam.*
12. Tripathi, RadhaVallabh, Sanskrit SahityaBeesaveenShatabdi , 1999, Delhi
13. Musalgaonkar, Kesava Rao, Adhunik Sanskrit KāvyaParampara, 2004
14. Naranga, S.P., Kalidas Punarnava,

[E] Teaching Learning Process

1. Teachers must read aloud the Sanskrit text and the students should repeat.
2. Teachers must help students in disjoining all sandhis and dissolving all samāsas.
3. Teachers will arrange the words according to the prose order (anvaya) of verses.

4. Students will identify the grammatical structure of each word.
5. Teachers will the guide students in translating each word and then the complete verse.
6. Teachers will discuss the social, political, cultural issues occurring in the text and their contemporary relevance.
7. Teachers may also analyze the text according to the principles of traditional Sanskrit poetics. A variety of approaches to teaching-learning process, including seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning, etc will be applied in this course.
8. The 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) should be used.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment Method

I.		**Basic Structure of Question Paper & Division of Marks**	**75**
	i	Translation-4 (from unit-1 to 4)	04 x 05 = 20
	ii.	Explanations-4, (from unit-1 to 4)	03 x 08 = 24
	iii.	Questions 02 (Unit 1 to 4) **Or** short notes	10 x 02 = 20
	iv.	Grammatical notes on underlined words of verses (from Unit s 1 to 4) = 4	4
	v.	Sanskrit Question -1 (Comprehension or text based from 3rd & 4 th Units)	7
II		**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**25**
		Total Marks : (I+II)	**(75+25) = 100**

[H] Keyword

Modern Sanskrit Literature, Mahākāvya, Gītikāvya, Kumārasambhavam, Raghuvaṁśam, Kirātārjunīyam, Nītiśatakam, Modern Sanskrit Poetry, etc.

C-10
Sanskrit World Literature
(12131403)

Max. Marks : (75+ 25 = 100) **Credits : Lectures 60 + Tutorials 12**

[A] Course Objectives:

This course aims to expose students to the spread & influence of Sanskrit literature and culture through the ages in various parts of the world.

[B] Course Learning Outcomes:

Scholars who pursue this course will learn about the cultural contacts between India on the one hand and Europe, West Asia and South East Asia on the other during different phases of history. They will also see how colonialism distorted India's achievements in knowledge production.

They will become aware of Indo European linguistic and cultural affinities, spread of Indian fables, the Upanishads, the Gita and Kalidasa's works in the west. They will be able to appreciate the close relation between Upanishadic thought and Sufism.

They will study how Sanskrit literature has impacted India's cultural ties with South East Asian countries.

[C] Contents :

Unit: I **Survey of Sanskrit Literature in the World:** **Credits : 08**

- Approaches in the west to Indian literature – Romanticism to the colonialist agenda
- Vedic elements in the Avesta and Greek and Roman religions
- Presence of Sanskrit words in Indo-European languages

Unit: II **Upaniṣads and Gītā in the West:** **Credits : 10**

- Dara Shikoh's Persian translation of the Upaniṣads and its influence on Sufism
- Impact of the Upaniṣads on western thought
- Translation of the Gītā in European languages and their impact on religious and philosophical thought of the west.

Unit: III **Sanskrit Fables in World Literature:** **Credits : 14**

- Translation of Pañcatantra in Eastern and Western Languages.
- Translation of Vetālapañcaviṁśatikā, Siṁhāsanadvātriṃśikā and Śukasaptati in Eastern countries.
- Illustrated Sanskrit texts in medieval India – Ramayana, Mahabharata, Gita Govinda, Suka saptati, Chaurapanchashika and others.

Unit: IV **Rāmāyaṇa and Mahābhārata in South East Asia:** **Credits : 14**

- RāmaKathā in South East Asia
- Rāmāyana and Mahābhārata in folk cultures of South East Asia

Unit: V **Kālidāsa in the West** **Credits: 4**

- English and German translations of Kālidāsa's works and their influence on western literature and theatre.

Unit: VI **Sanskrit Studies across the World: Past and Present** **Credits : 10**

- Sanskrit Studies in Asia (China and Japan)
- Sanskrit Studies in Europe (England, France and Germany)
- Sanskrit Studies in America (USA and Canada)

[D] Suggested Books/Readings:

Compulsory Readings:

1. arisebharat.com/2011/10/22/impact-of-bhagvad-gita-on-west/
2. Mahulikar, Gauri, Effect of Ramayana On Various Cultures And Civilisations, Ramayana Institute.
3. Neria H. Hebber, Influence of Upaniṣads in the West, Boloji.com. Retrieved on : 2012-03-02.
4. Europe and India, Halbfass William, Motilal Banarasi Dass, Delhi, (free download available)
5. Video of London 2009 ICR Illustrated Lecture on the Westward Migration of Panchatantra from India.
6. Swami Tathagatananda, Journey of the Upanishads in the West,
7. Swami Tathagatananda, Light from the Orient
8. The Rāmāyana Tradition in Asia, Dr. V. Raghavan Ed.

Additional Resources:

1. Ben-Ami Scharfstein (1998), A Comparative History of World Philosophy: From the Upaniṣads to Kant, State University of New York Press, ISBN 978-0791436844, page 376.
2. Edgerton, Franklin (1924), *The Paňcatantra Reconstructed* (Vol.1: Text and Critical Apparatus, Vol.2 : Introduction and Translation), New Haven, Connecticut: American Oriental Series. Volumes 2-3.
3. Banarji, Suresh Chandra- 'Influence of Sanskrit outside India, A Companion to Sanskrit Literature, MLBD, 1971.
4. Excerpt from Wood's 2008 update of *Kalila and Dimna- Fables of Friendship and Betrayal.*
5. Falconer, Ion Keith (1885), *Kalilah and Dimnah or The Fables of Bidpai,* Cambridge University Press, Amsterdam, 1970.
6. Hertel, Johannes(1908-15), *The Paňcatantra : a collection of ancient Hindu tales, in the recension called Paňcākhyānaka*, and dated 1199 A.D., of the Jaina monk,

Pūrṇabhadra, critically edited in the original Sanskrit, Harvard Oriental Series Volume 11,12,13, 14.
7. *History of Sanskrit Literature,* A Berriedale Keith, Motilal Banarsidas Publishers Pvt. Limited, India, 1993.
8. *History of the Migration of Pañcatantra.*
9. Ibn al- Muqaffa, Abd'allah, *Calila e Dimna*, Eds. Juan Manuel Cacho Blecua and Marīa Jesus Lacarra, Madrid: Editorial Castalia, 1984.
10. Ibn al- Muqaffa, Abdallah, *Kalilah Et Dimnah*, Ed. P. Louis Cheiko. 3 ed. Beirut: Imprimerie Catholique, 1947.
11. Jacobs, Joseph (1888), *The earliest English version o the Fables of Bidpai* , London.
12. James A. Hijiya, "The Gita of Robert Oppenheimer" Proceeding of the American Philosphical Society, 144, no. 2 (Retrieved on 27 February 2011).
13. The Bhagavad Gita and the West: The Esoteric Significance of the Bhagavad Gita and Its Relation to the Epistles of Paul", by Rudolf Steiner, p. 43.
14. रमेश भारद्वाज — नवजागरण एवं स्वतन्त्रता आन्दोलन में उपनिषदों की भूमिका, विद्यानिधि, दिल्ली
15. Kāśīnāth Pāṇḍuraṅga Paraba, ed. (1896), The Paṅcatantra of Viṣṇuśarman, Tukārām Jāvajī, http://books.google.com/-id=K71WAAAAYAAJ-, Google Books.
16. Katchbull, Rev. Wyndham (1819), *Kalila and Dimna or The Fables of Bidpai*, Oxford, (Translated from Silvestre de Stacy's laborious 1816 collation of different Arabic manuscripts)
17. Mark B. Woodhouse (1978), Consciousness and Brahman-Atman, The Monist, Vol. 61, No.1, Conceptions of the Self: East & West (January, 1978), pages 109-124.
18. Olivelle, Patrick (2006), *The Five Discourses on Worldly Wisdom*, Clay Sanskrit Library.
19. Pandit Guru Prasad Shastri (1935), *Pañcatantra with the commentary Abhinavarajalaxmi*, Benares: Bhargava Pustakalaya.
20. Patrick Olivelle (2014), The Early Upaniṣads, Oxford University Press, ISBN 978-0195124354, page 12-14.
21. Rajan, Chandra (trans.) (1993), *Viṣṇuśarma: The Pañcatantra,* London : Penguin Books, ISBN-9780140455205-(reprint : 1995) (also from the North Western Family text.
22. Rohman, Todd (2009). "The Classical Period". In Watling, Gabrielle, Quay, Sara.
23. S Radhakrishnan, The Principal Upanishads George Allen & Co., 1951, pages 22, Reprinted as ISBN 978-8172231248
24. The Gita of J. Robert Oppenheimer" by JAMES A. HIJIYA, Professor of History, University of Massachusetts Dartmouth (PDF file)

Additional Resources:

25. *कालिदास ग्रन्थावली*, सम्पा .रेवा प्रसाद द्विवेदी, काशी हिन्दू विश्वविद्यालय, वाराणसी, 1986.
26. *The Pañcatantra*, Viṣṇuśarma, translated from Sanskrit with an Introduction by Chandra Rajan, Penguin Books, India, 1993.
27. *Pañcatantra*, http://en.wikipedia.org/wiki/Panchatrantra, retrieved on Feb 1, 2008.
28. Valmiki's Ramayana illustrated with Indian miniatures from the 16th to the 19th Century 2012, Editions Diane de Selliers, ISBN 9782903656168
29. Wilkinson (1930), *The Lights of Canopus described by* J V S Wilkinson, London: The studio.
30. Winternitz, M. *Some Problems of Indian Literature* –Munshiram Manoharlal, Delhi, 1978
31. Viṣṇuśarma, http://en.wikipedia.org/wiki/Vishnu_Sarma, retrieved on Feb 1, 2008.

32. Bhagavad Gita - World Religions
33. AWAKENING - Google Books Result.
34. http://en.wikipedia.org/wiki/Panchatantra".
35. https://books.google.co.in/books?isbn=8184002483
36. www.comparativereligion.com/Gita.html
37. Impact of Bhagvad Gita on West | Arise Bharat

[E] Teaching Learning Process

Multiple pedagogic techniques are to be used in imparting the knowledge of the topics. • Lectures and Power-point presentations by teachers • students should explore the internet for materials • regular Quizzes • Talks /workshops

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 2
Week 3 – Unit 2
Week 4 – Unit 3
Week 5 – Unit 3
Week 6 – Unit 4
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 5
Week 12 – Unit 6

[G]	Assessment Method			
	I.		**Basic Structure of Question Paper & Division of Marks**	**75**
		i	Long Questions - 04 (1-5 Units)	04x 15= 60
		ii.	Short notes- 02 (1-6 Units) one of which shall be answered in Sanskrit	02 x 7.5 =15
	II		**Internal Assessment (Project/Assignment/ Paper presentation/ Periodic quizzes**	**25**
			Total Marks : (I+II)	**(75+25) = 100**

[H] Keywords

Sanskrit and World, Sanskrit literature in the World

C-11
Vedic Literature
(12131501)

Max. Marks : (75+ 25 = 100) **Credits : Lectures 60+ Tutorials 12**

[A] Course Objectives:

This course on Vedic literature aims to introduce three Vedic Saṁhitãs and Vedic Grammar to Bachelor Degree students. Students will also be able to read and know about the contents of one famous Upaniṣad, namely, Muṇḍaka Upaniṣad, which propounds basic Vedānta-view. It will also facilitate the students to know about philosophical, moral, and scientific principles including the source of Indian Intellectual traditions of Vedic period .

[B] Course Learning Outcomes:

By reading these texts, students will have an impression of the depth of Vedic knowledge and will be able to realize that ideas of Vedic seers are based on philosophical, moral, and scientific principles.

By understanding them, students will be able to know and achieve some higher attributes from Vedic heritage about our culture, morals, and thoughts. Thus they may develop curiosity to know more about other Vedic texts and concepts as well.

After completing this course students will surely be able to communicate about some important Vedic verses with their meaning and teaching, and thus fundamentals of religious life of India will be revealed to them in its true form.

Students will understand the strength of Unity, power of mind, and will realize the importance of earth in their life. From the study of *Upaniṣad* they will know about philosophical and Psychological insights of our ancestors and can develop this learning further for the benefit of themselves in particular and society in general.

[C] Contents:

Unit: I **Vedic Saṁhitās: Ṛgveda-** **Credits : 12**

- Agni Sūkta- 1.1,
- Uṣas Sūkta - 3.61,
- Akṣa Sūkta-10.34,
- Hiraṇyagarbha Sūkta - 10.121

Unit: II **Vedic Saṁhitās: Yajurveda** **Credits : 12**

- Śivasaṁkalpa Sūkta - 34.1-6

Unit: III **Vedic Saṁhitās : Atharvaveda:** **Credits : 12**

- Sāṁmanasyam Sūkta- 3.30,
- Bhūmi Sūkta - 12.1-12

Unit: IV **Muṇḍakopaniṣad:** **Credits : 06**

- Muṇḍakopaniṣad - 1.1 to 2.1

Unit: V **Muṇḍakopaniṣad:** **Credits: 06**

- Muṇḍakopaniṣad – 2.2 to 3.2

Unit: VI **Vedic Grammar:** **Credits: 12**

- Śabdarūpa (Declensions),
- Leṭ Lakāra (Subjunctive Mood),
- Ktvārthaka (Gerunds),
- Tumarthaka (Infinitives),
- Vedic Svara (Accent) and
- Padapāṭha.

[D] Suggested Books/Readings:

Compulsory Readings:

1. *ऋग्वेदसंहिता*) सायणाचार्यकृत भाष्य एवं हिन्दी व्याख्या सहित(, रामगोविन्द त्रिवेदी, चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली.
2. *शुक्लयजुर्वेदसंहिता*, (उव्वट-महीधर भाष्य संवलित (तत्त्वबोधिनीहिन्दी व्याख्या सहित, रामकृष्ण शास्त्री, चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली.
3. *मुण्डकोपनिषद्*) शाङ्करभाष्य संवलित(, जिया लाल काम्बोज, ईस्टर्न बुक लिंकर्स, दिल्ली.
4. *मुण्डकोपनिषद्*) शाङ्करभाष्य समन्वित(, शशि तिवारी, मेहरचन्द लछमनदास पब्लिकेशन्श् ,नई दिल्ली,प्रथम संस्करण 1981
5. *वैदिक संग्रह*, कृष्णलाल, इन्दु प्रकाशन,दिल्ली,प्रथम संस्करण 1973.
6. *Atharvaveda* (Śaunakīya): (Ed.) Vishva Bandhu, VVRI, Hoshiharpur, 1960.
7. *Śuklayajurveda-Saṁhitā,* (Vājasaneyi-Mādhyandina), (Ed.) Jagadish Lal Shastri, MLBD, Delhi, 1978.

Additional Resources :-

1. शर्मा, उमाशंकर ऋषि, *ऋक्सूक्तनिकरः*, , चौखम्बा ओरियण्टालिया, वाराणसी.
2. सूर्यकान्त (अनु.)-*वैदिक देवशास्त्र*, (ए.ए.मैकडनल(, , मेहरचन्द लछमनदास पब्लिकेशन्स ,नई दिल्ली,1962
3. शशि तिवारी, *वेदव्याख्यापद्धतयः*, प्रतिभा प्रकाशन, दिल्ली, 2014
4. Velankar,H.D., *Ṛksūktāvalī,* Vaidika Sanshodhana Mandala, Pune, 1965.
5. Velankar,H.D., *Ṛksūktavaijayantī,* Bharatiya Vidya Bhavan, Bombay, 1972.

[E] Teaching Learning Process

1. The teacher will recite the mantras and the students will then repeat.
2. In situations involving complex words, the mantra will be recited after disjoining or dividing the hard words.
3. After this, teachers will arrange them according to its meaning (Anvaya) and recite again.
4. After this the meaning of the mantras will be explained
5. Teachers shall apprise students about the various interpretations by leading Indian scholars.
6. Philosophical, ethical scientific, cultural values will be discussed while comparing them with current contexts.
7. The relevant grammatical and etymological aspects of mantras will be clarified.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment Method

	I.		**Basic Structure of Question Paper & Division of Marks**	**75**
		i	Explanations –4 (from unit-1 to 5)	04 x 06 = 24
		ii.	Translation -3 (Unit 1 to 5)	03 x 4 = 12
		iii.	Long questions 02 (Unit 1 to 5)	02x 10 = 20
		iv.	Vedic Grammar (Unit -6) Padapatha = 01 Question = 01	1 x 5 = 5 1 x 7 = 7

		v.	Question/Explanation to be written in Sanskrit = 01	07
	II		**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**25**
			Total Marks : (I+II)	**(75+25) = 100**

[H] Keyword

Ṛgveda, Atharvaveda, Yajurveda, Upaniṣad, Sukta, Mantra, Vedic deities, Vedic Accents, Pada-patha etc.

C-12
Sanskrit Grammar: Laghusiddhāntkaumudī
(12131502)

Max. Marks : (75+ 25 = 100) **Credits : Lectures 60 + Tutorials 12**

[A] Course Objectives:

Sanskrit is much known for a long tradition of grammatical and semantic analysis of the language. Panini's grammar has always been highly respected for providing the best model for structural and semantic studies. This course intends to introduce to students the basic structure of Sanskrit language through the the Laghusiddhantakaumudi , the premier text of Sanskrit grammar by Varadaraj.

[B] Course Learning Outcomes:

After completion of this course students will understand the basic structural nuances of Panini's grammar. They will become familiar with fundamental samdhi and compounding patterns. They will also understand some most important primary and secondary suffixes of Sanskrit. The practice of the application of the rules learnt from the reading of the texts will further enhance their knowledge of the structural patterns of Sanskrit language.

[C] Contents:

Unit: I **Saṁjñā and Sandhi Prakaraṇa from Laghusiddhāntkaumudī:** **Credits : 12**

- Sutra's of Saṁjñā
- Ach Sandhi:
  (Dīrgha, Yaṇ, Guṇa, Ayādi, Vṛddhi, Pūrvarūpa, Pararūpa)

Unit: II **Hal sandhi and visarga sandhi** **Credits : 12**

- Sutra's of Hal Sandhi and Visarga Sandhi:
  (Ścutva, Ṣṭutva, Anunāsikatva, Chatva, Jaśtva, Ṣatva, Utva, Lopa)

Unit:III **Practice of Applications of Sandhis in prescribed texts literary texts** **Credits : 12**

Unit: IV **Samāsa Prakaraṇa from Laghusiddhāntkaumudī** **Credits : 10**

Major sutras used in formation of Avyayībhāva Samāsa and Tatpuruṣa Samāsa

Unit: V **Dwandva and Bahubrīhi Samāsa from**

Laghusiddhāntkaumudī **Credits: 07**

Major Sutras for the formation of Dwandva and Bahubrīhi Samāsa

Unit: VI **Kṛdanta from Laghusiddhāntkaumudī** **Credits : 07**

Major sutras for the formation of Taddhita words

(Aṇ, Iñ, Ḍhak, Tal, Aṇ, Vuñ, Yat, Cha, Mayaṭ, Tva, Tal, Imanic, Ṣyañ, Matup, In, Ṭhañ, Itac)

[D] Suggested Books/Readings:

Compulsory Readings:

1. धरानन्द शास्त्री, लघुसिद्धान्तकौमुदी, मूल एवं हिन्दी व्याख्या, दिल्ली।
2. भीमसेन शास्त्री, लघुसिद्धान्तकौमुदी भैमी व्याख्या) भाग-1), भैमी प्रकाशन, दिल्ली।
3. चारुदेव शास्त्री, व्याकरण चन्द्रोदय) भाग-1,2 एवं 3), मोतीलाल बनारसीदास, दिल्ली।
4. सत्यपाल सिंह) संपा(., लघुसिद्धान्तकौमुदी :प्रकाशिका हिन्दी व्याख्या सहिता, शिवालिक पब्लिकेशन, दिल्ली, 2014।
5. Kanshiram, Laghusiddhāntakaumudī (Vol. I), MLBD, Delhi, 2009.

Additional Resources:

1. Online Tools for Sanskrit Grammar developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: http://sanskrit.du.ac.in
2. M.R. Kale, Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also available).
3. V.S. Apte, The Students' Guide to Sanskrit Composition, Chowkhamba Sanskrit Series, Varanasi (Hindi Translation also available).

[E] Teaching Learning Process

1. Teachers shall split each sutra and explain the structure of each component before giving the meaning of the entire sutra
2. Students will be encouraged to memorize all important sutras and teachers shall occasionally test them
3. Students must write the explanations of maximum number of sutras and attempt the siddhi of maximum words
4. Short periodic tests and quizzes must be held
5. Students will be encouraged to apply their theoretical knowledge of the rules of grammar to the literary texts they have already studied in earlier classes.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment Method

I.		**Basic Structure of Question Paper & Division of Marks**	**75**
	i	Explanations of 6 sutras (Units 1,2,4,5,6)	06x 05 = 30
	ii.	formation of 5 words (Units 1,2,4, 5,6)	05 x 5 = 25
	iii.	Questions on applied grammar from prescribed texts (from Unit 2,4,5,6)	7 x 02 = 14
	iv.	One explanation of a sutra to be written in Sanskrit	01x07 = 07
II		**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**25**
		Total Marks : (I+II)	**(75+25) = 100**

[H] Keyword

Sanskrit Grammar, Laghusiddhantkaumudi etc.

C-13
Indian Ontology and Epistemology
(12131601)

Max. Marks : (75+ 25 = 100) **Credits : Lectures 60+ Tutorials 12**

[A] Course Objectives:

This Course aims at to get the students acquainted with the cardinal principles of the Nyaya-Vaisesika Philosophy and to enable students to handle Philosophical texts like Tarkasangrah in Sanskrit. It also intends to give them an understanding of essential aspects of Indian Philosophy like Realism, Idealism, Monism, Dualism etc.

[B] Course Learning Outcomes:

Students will become familiar with primary and one of the most important and influential school of Indian Philosophy i.e. Nyaya-Vaisesika through its basic text the Tarkasangraha. They will also be introduced to essential problems in philosophy - Causation, Ontology and Epistemology. This will enable them to engage with other texts in Indian philosophy with some ease.

[C] Contents:

Unit: I Essentials of Indian Philosophy **Credits : 12**

- Meaning and purpose of Darśana,
- General classification of philosophical schools in classical Indian philosophy,
- Yathārthavāda or Vastuvāda (Realism),
- Pratyayavāda (Idealism),
- Ekattvavāda (Monism),
- Dvaitavavāda (Dualism)
- Bahuttvavāda (Pluralism);
- Dharma (Property) Dharmi (Substratum)

Unit: II Kāryakāraṇavāda (Causation) : **Credits : 12**

- Svabhāvavāda (Naturalism),
- Satkāryavāda (Doctrine of pre-existence of effect),
- Pariṇāmavāda (Doctrine of real transformation),
- Vivartavāda (Doctrine of illusory transformation),
- Asatkāryavāda and Ārambhavāda (doctrine of non-pre-existence of effect in cause)

Unit: III Ontology: Credits : 08

- Concept of Padārtha,
- Three Dharmas of Padārthas,
- Definition of Dravya, Sāmānya, Viśeṣa, Samavāya, Abhāva.

Unit: IV Ontology: Credits : 10

- Definitions of first seven dravyas and their examination; Ātma and its qualities, manas.
- Qualities (other than the qualities of the Ātman),
- Five types of Karma.

Unit: V Epistemology : Credits: 08

- Buddhi (Jñāna) – nature of Jñāna in Nyāya-Vaiśeṣika;
- Karaṇa and Kāraṇa,
- definitions and types of Pramā, Kartā-Kārana-Vyāpāra-Phala, model,
- Pratyaksa

Unit: VI Epistemology : Credits : 10

- Anumāna including Hetvābhāsa
- Upamāna and śabda Pramāṇa
- Types of Ayathārtha Anubhava

[D] Suggested Books/Readings:

Compulsory Readings:

1. Tarkasaṁgraha, Narendra Kumar, Hansa Prakashan, Jaipur.
2. Chatterjee, S. C. & D. M. Datta - *Introduction to Indian Philosophy*, Calcutta University, Calcutta, 1968 (Hindi Translation available).
3. Tarkasaṁgraha of Annambhaṭṭa (with Dīpikā & Nyāyabodhinī), (Ed. & Tr.) Athalye & Bodas, Mumbai, 1930.
4. Tarkasaṁgraha of Annambhaṭṭa (with Dīpikā & Nyāyabodhinī), (Ed. & Tr.) Virupakshananda, Sri Ramkrishna Nath, Madras, 1994.
5. Tarkasaṁgraha of Annambhaṭṭa (with Dīpikā and its Hindi Translation), (Ed.& Tr), Pankaj Kumar Mishra, Parimal Publication, Delhi-7. 2013.

Additional Resources:

1. Kuppuswami Shastri, *A Primer of Indian Logic*, , Madras, 1951.
2. Chatterjee, S. C., *The Nyāya Theory of Knowledge*, Calcutta, 1968.
3. Hiriyanna, M., Outline of Indian Philosophy, London, 1956 (also Hindi Translation).
4. Radhakrishnan, S., *Indian Philosophy*, Oxford University Press, Delhi, 1990.
5. Bhattacharya, Chandrodaya, *The Elements of Indian Logic and Epistemology*
6. Maitra, S.K., *Fundamental Questions of Indian Metaphysics & Logic,*

[E] Teaching Learning Process

Multiple pedagogic techniques are used in imparting the philosophical knowledge of the course. There are some such techniques which includes : • Lectures and explanation of the texts• Tutorials • Power- point presentations • Project work • Discussions, Quiz • Talks /workshops • Interaction with experts etc.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment Method

I		**Basic Structure of Question Paper & Division of Marks**	**75**
	i	Long Questions -03 (1-6 Units)	03x 10 = 30
	ii.	Short notes- 05 (1-6 Units)	05 x 05 = 25
	iii.	Short Answer Type Questions -10(Limit1-2Lines) (from all Units)	13 x 01 = 13
	iv.	Sanskrit Question-1	01 x 07 = 07
II		**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**25**
		Total Marks : (I+II)	**(75+25) = 100**

[H] Keyword

Indian Philosophy, Realism, Idealism, Monism, Dualism, Dharma-dharmi, Padartha, Vishesha, Abhava, Karan, Anuman

C-14
Sanskrit Composition and Communication
(12131602)

Max. Marks : (75+ 25 = 100) **Credits : Lectures 60+ Tutorials 12**

[A] Course Objectives:

This paper aims at developing writing and speaking skills in Sanskrit. Students will learn also learn the art of translation from Sanskrit into Hindi and vice versa.

[B] Course Learning Outcomes:

This course will help the learners develop a critical, linguistic and scientific approach towards Sanskrit language. The practice of essay writing will make the students form ideas and express them in Sanskrit. This practice will also familiarise them with various shastric theories.

[C] Contents:

Unit: I **Vibhaktyartha, Voice & Kṛt** **Credits : 8**

i. Vibhaktyartha Prakaraṇa of Laghusiddhāntakaumudī
ii. Voice (Kartṛ, Karma and Bhāva)

Unit: II **Selections from Kṛt Prakaraṇa- from Laghusiddhāntakaumudī Major Sūtras for the formation of Kṛdanta words Credits : 10**

i. Tavyat, Tavya, Anīyar, Yat, Ṇyat, Ṇvul, Tṛc, Aṇ, Kta, Ktavatu, Śatṛ, Śānac, Tumun, Ktvā-Lyap, Lyuṭ ,Ghañ, Ktin

Unit: III **Translation and Communication :** **Credits : 12**

i. Translation from Hindi/English to Sanskrit on the basis of cases, Compounds and kṛt suffixes.
ii. Translation from Sanskrit into Hindi/English

Unit: IV **Communicative Sanskrit: Spoken Sanskrit.** **Credits : 08**

Unit: V **Essay** **Credits: 12**

Essay (Traditional subjects) e.g. Veda, Upaniṣad, Sanskrit Language, Sanskriti, Rāmāyaṇa, Mahābhārata, Purāṇa, Gītā, prominent Sanskrit poets.

Unit: VI Essay **Credits : 10**

Essay based on issues and topic related to modern subjects like entertainment, sports, national and international affairs and social problems.

[D] Suggested Books/Readings:

Compulsory Readings:

1. शास्त्री, धरानन्द, लघुसिद्धान्तकौमुदी , मूल एवं हिन्दी व्याख्या, मोतीलाल बनारसीदास, दिल्ली.
2. नौटियाल, चक्रधर, बृहद्-अनुवाद-चन्द्रिका, मोतीलाल बनारसीदास, दिल्ली.
3. द्विवेदी, कपिलदेव, रचनानुवादकौमुदी, विश्वविद्यालय प्रकाशन, वाराणसी.
4. द्विवेदी, कपिलदेव, संस्कृतनिबन्धशतकम् विश्वविद्यालय प्रकाशन, वाराणसी
5. Kale, M.R, *Higher Sanskrit Grammar,* MLBD, Delhi (Hindi Translation also available).

Additional Resource :

1. शास्त्री, भीमसेन, लघुसिद्धान्तकौमुदी, भैमीव्याख्या) भाग-1), भैमीव्याख्या, दिल्ली.
2. पाण्डेय, राधामोहन, संस्कृत सहचर, स्टूडेण्ट्स फ्रेण्ड्स, पटना.
3. Apte, V.S. ,*The Students' Guide to Sanskrit Composition,*Chowkhamba Sanskrit Series, Varanasi (Hindi Translation also available).
4. Kanshiram, *Laghusiddhāntakaumudī* (Vol.1), MLBD, Delhi, 2009.

[E] Teaching Learning Process

- Sutras – Teachers will split each sutra and explain the meaning of each word before explain the entire sutra.
- Students will be encouraged to memorize the sutras.
- Teachers will try to communicate with students in Sanskrit and encourage them to speak in Sanskrit.
- In the sections on essays, teachers shall encourage students to collect material from suggested sources and discuss points/issues in class.
- For essays and translations, students will make and read out their sentences in the class. They should write more in the class so that teachers can check their language.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4

Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment Method

I	**Basic Structure of Question Paper & Division of Marks**	**75**
i	Explanation of 3 Sutras (Unit-2)	03 x03= 09
ii.	**formation of 3 words** (Unit-2)	03 x 02 = 06
iii.	Translation (Sanskrit to Hindi/English)	2 x 5 = 10
iv.	Translation (Hindi/English to Sanskrit)	02x 10 = 20
v.	Essays - 2 (In Sanskrit)	02 x 15 = 30
II	**Internal Assessment : Spoken Sanskrit, Practice sheets to be prepared by teachers, Periodic tests etc.**	**25**
	Total Marks : (I+II)	**(75+25) = 100**

[H] Keyword

Sanskrit Grammar, Voice , Kṛdanta Composition, Essay, translation etc.

Discipline Specific Elective (DSE) B.A. (Hons) Sanskrit	
DSE-1 **Indian System of Logic and Debate**	**DSE-2** **Art of Balanced Living**
DSE -3 **Theatre & Dramaturgy**	**DSE-4** **Sanskrit and Other Modern Indian Languages**
DSE-5 **Sanskrit Linguistics**	**DSE-6** **Computational Linguistics for Sanskrit**
DSE-7 **Fundamentals of Ayurveda**	**DSE-8** **Environmental Awareness in Sanskrit Literature**

DSE-1

Indian System of Logic and Debate

(12137901)

[A] Course Objectives:

This course aims to get the students acquainted with the Indian principles of debate and its applications, not just in philosophical dialogue, but in every sphere of knowledge.

[B] Course Learning Outcomes:

This course will provide knowledge of the principles of debate according to the Nyaya School. It will develop logical faculty of their minds and help them to perceive the world in a more rational way. They will develop the skill to present their arguments in a more structured manner and to see through fallacious arguments given by others.

[C] Content :

Unit 1 **Credits - 6**

Science of inquiry (ānvīkṣikī) & its importance, Growth of ānvīkṣikī into art of debate, The council of debate (pariṣad) & its kinds, Discussant (vādī), Opponent (prativādī), Judge (madhyastha/prāśnika).

Unit 2 **Credits 10**

The Method of debate (Sambhāṣāvidhi/Vādavidhi) & its utility, Types of debate - congenial debate (anuloma sambhāṣā) & hostile debate (vigṛhya sambhāṣā), The expedience of debate (vādopāya), The limits of debate (vādamaryādā).

Note : The definitions and concepts are to be taken only from the Nyāyasūtra, Nyāyakośa by Bhimacharya Jhalkikar and A History of Indian Logic by S. C. Vidyabhushan, Chapter III of Section I.

The illustrations and examples must be taken from day to day life and philosophical examples must be abandoned

Unit 3 Syllogistic Logic **Credits 18**

Inference (anumāna) & its key terms, viz. major term or probandum (sādhya), middle term or probans (hetu), minor term (pakṣa), illustration (sapakṣa), contrary-illustration (vipakṣa), basic understanding of invariable concomitance (vyāpti) & its types, establishing vyāpti by inductive method, Five components of argument (pañcāvayava) – proposition (pratijñā), reason (hetu), example (udāharaṇa), application (upanaya) & conclusion (nigamana), the hetu – its nature and requirements– upādhi.

Unit 4 **Credits 12**

Tarka, nature and types of tarka – vyāghāta, ātmāśraya, anyonyāśraya, chakraka, pratibandhi kalpanā, kalpanā gaurava, kalpanā lāghava, utsarga, apavāda, vaijātya

Note : The definitions and concepts are to be taken only from the Tarkasaṁgraha and The Nyāya Theory of Knowledge by S. C. Chatterjee, Chapters X1-XI

Unit 5 Theory of Debate **Credits 6**

Basic understanding of the following terms: Example (dṛṣṭānta), Tenet (siddhānta), Ascertainment (nirṇaya), Dialouge (kathā) and its kinds, Discussion (vāda), Wrangling (jalpa), Cavil (vitaṇḍā) , Quibble (chala) & its kinds;

Unit 6 **Credits 8**

Analogue (jāti) and its important kinds (only first four, i.e. sādharmyasama, vaidharmyasama, utkarṣasama & apakarṣasama);

Point of defeat (nigrahasthāna) & its kinds –Hurting the proposition (pratijñāhāni), Shifting of proposition (pratijñāntara), Opposing the proposition (pratijñāvirodha), Renouncing the proposition (pratijñāsannyāsa), Admission of an opinion (matānujñā).

Note : The definitions and concepts are to be taken only from the Nyāyasūtra, Nyāyakośa by Bhimacharya Jhalkikar and A History of Indian Logic by S. C. Vidyabhushan, Chapter II of Section II. The illustrations and examples must be taken from day to day life and philosophical examples must be abandoned.

[D] Suggested Books/ Readings :

Compulsory Reading

1. Vidyabhushan, Satish Chandra, A History of Indian Logic, MLBD, Delhi, 1962. (Chapter III of Section I & Chapter II of Section II only)
2. Athalye & Bodas, Tarkasaṅgraha, Mumbai, 1920. (only introduction & exposition of anumāna)
3. Shastri , Kuppuswami, A Primer of Indian Logic, Madras, 1951 (only Introduction & exposition of anumāna)
4. Bagchi, S. S. – Inductive Logic : A Critical Study of Tarka & Its Role in Indian Logic, Darbhanga, 1951.
5. Chatterjee, S. C. & D. M. Datta - Introduction to Indian Philosophy, Calcutta University, Calcutta, 1968 (Hindi Translation also)
6. Chatterjee, S. C. – The Nyāya Theory of Knowledge, Calcutta, 1968.
7. Hiriyanna, M. - Outline of Indian Philosophy, London, 1956 (also Hindi Translation).
8. Jha, Harimohan – Bhāratīya Darśana Paricaya, Vol. I (Nyāya Darśana), Darbhanga.

Additional Resources:

1. Potter, karl H., Encyclopedia of Indian Philosophies, Vol. II, Motilal Banarsidass, Delhi, 1977.
2. Jhalkikar, Bhimacharya, Nyāyakośaḥ, Bhandarkar Oriental Research Institute, Poona, 1997 (reprint of fourth edition)
3. Matilal, B. K. – The Character of Logic in India, Oxford, 1998.
4. Radhakrishnan, S. - Indian Philosophy, Oxford University Press, Delhi, 1990.

[E] Teaching Learning Process:

This course will require a careful reading of the relevant lines from the texts in the class. Teachers must explain the meaning of each line and explain each concept carefully. Mere translation and mere lectures on the topics will not be helpful.

It will be useful to make students memorize the definitions and teachers must test them frequently.

It will be necessary to give frequent tests to enable students to grasp the complexities of the text.

It will be necessary to creat modern examples of Jati and nigrahasthana.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G]. Assessment Methods:

[G]	**Assessment :**				
	I.	**Sr. No.**	**Basic structure of Question Paper**	**Division of Marks**	**Marks**
		i.	Three long questions from all units	3 x 10 = 30	
		ii.	Six notes on technical terms/ definitions from all units	6 x 5 = 30	

		iii.	3 lakshanas from the text from all units	3 x 3 = 9	
		iv.	One note/question in Sanskrit from all units	1 x 6 = 6	
			Total Marks =		**75**
	II.		**Internal Assessment –** 1.Periodic tests from each unit; should have written and oral component including paper presentation and group discussion 2. End semester test from the whole syllabus. 3. Project		**25**
			Total Marks : (I+II)	**75+25**	**100**

[G] Keywords:

Logic, Debate, Nyaya, anaumana, Vyapti, vada, chala, jati, nigraha-sthana

DSE-2

Art of Balanced Living

(12137902)

[A] Course Objectives:

The course aims to make students aware of the importance of balance in life and to make them aware of the theoretical and practical aspects of Balanced Living inherent in Sanskrit texts and apply them to live a better life. Graduates who read this course should be to able to see that in order to bring balance in life, a proper understanding one's life situation is necessary. For this understanding, shravana manana and nididhyasana are important tools.

Graduates must know the true essence of listening (acquisition of information) manana (reflection) and nididhyasana (unflinching commitment). In this segment students can learn how to improve concentration. They will be able to identify the causes for indecisiveness and confusion and will learn how emotional stability can lead to clearer thinking. This section should help students to understand the importance of Ashtang yoga and Kriyayoga for the purification mind. Team work and social cohesion require inter personal skills. One needs to know that one's behaviour can create conflicts. Learners should know how to improve their behaviour through jnana, dhyan, karma and bhakti yoga. Student should learn how active engagement with action is most conducive to healthy and successful living. By reading this segment, leaners should develop a more balanced approach to life.

[B] Course Learning Outcomes:

Graduates who read this course will acquire the necessary tools for a balanced life. They will know the true essence of listening (acquisition of information) manana (reflection) and nididhyasana (unflinching commitment). In this segment students can learn how to improve concentration. They will be able to identify the causes for indecisiveness and confusion and will learn how emotional stability can lead to clearer thinking.

This section will help students to understand the importance of Ashtang yoga and Kriyayoga for the purification of mind.

Team work and social cohesion require inter personal skills. Here students will know how to improve their behaviour through jnana, dhyan, karma and bhakti yoga. Students will also understand how active engagement with action is most conducive to healthy and successful living.

[C] Contents

Unit: I **Credits 10**

Method of Self-presentation : Hearing (śravaṇa), Reflection (manana) & meditation (nididhyāsana) - (Bṛhadāraṇyakopaniṣad, 2.4.5) and Vedantasara

Unit: II **Credits 10**

Concentration : Concept of Yoga : (Yogasūtra, 1.2) ; Restriction of fluctuations by practice (abhyāsa) and passionlessness (vairāgya) :(Yogasūtra, 1.12-16)

Unit : III **Credits 10**

Eight aids to Yoga (aṣṭāṅgayoga): (Yogasūtra - 2.29, 30,32, 46, 49, 50; 3.1-4).

Unit IV : **Credits 10**

Yoga of action (kriyāyoga) : (Yogasūtra, 2.1)

Four distinct means of mental purity (cittaprasādana) leading to oneness : (Yogasūtra - 1.33)

Unit: V **Credit 10**

Refinement of Behaviour : Means of improving behaviour :

Jñāna-yoga – Gita Ch. II – 14,15,16,19, Ch XIII- 11,12,14,15,16,19,20,21,23,29,31,32

dhyāna-yoga – VI – 24 to 27, 30, 32,

Unit : VI **Credits 10**

bhakti-yoga – Gita Ch. IX – 17,22,23,27,29,34 ; Ch XI – 10,11,12, 13; Ch. - XII – 4, 6 to 12, 20

Karma : A natural impulse, essentials for life journey, harmony with the universe, an ideal duty and a metaphysical dictate - Gītā, Ch. – III 5, 8, 10-16, 20 & 21

[D] Suggested Books/Readings:

1. वेदान्तसार : राममूर्ति शर्मा, नैशनल पब्लिशिंगहाउस, दिल्ली
2. पातञ्जल योग दर्शन : सुरेश चन्द्र श्रीवास्तव, चौखंबा सुरभारती प्रकाशन, वाराणसी २००८
3. भगवद्गीता : गीताप्रैस, गोरखपुर
4. उपनिषद रहस्य , एकादश उपनिषद, महात्मा नारायण स्वामी, गोविन्द राम हासानन्द, दिल्ली

[E] Teaching Learning Process:

1. Teachers shall read aloud the relevant Sanskrit lines and help students understand the structure of each word, only then shall they translate words/ phrases and sentences.वाराणसी
2. Teachers shall explain all philosophical concepts and involve students in the discussion on the concepts to help them to develop a clearer understanding.
3. Lectures covering all the aspects of a topic will then be delivered.
4. While reading this course students must be encouraged to connect their study of theory with real life situations. Some contemporary problems (personal or social) could be taken up and solutions attempted.

[F] Weekly Plan

1. Week 1 – Unit 1
2. Week 2 – Unit 1
3. Week 3 – Unit 2
4. Week 4 – Unit 2
5. Week 5 – Unit 3
6. Week 6 – Unit 3
7. Week 7 – Unit 4
8. Week 8 – Unit 4
9. Week 9 – Unit 5
10. Week 10 – Unit 5
11. Week 11 – Unit 6
12. Week 12 – Unit 6

[G] Assessment :

[G]	**Assessment :**				
	II.	**Sr. No.**	**Basic structure of Question Paper**	**Division of Marks**	**Marks**
		i.	3 long questions	3 x 12 = 36	
		ii.	5 notes on concepts	5 X 5 = 25	
		iii.	3 Lakshanas / definitions from prescribed texts (cite and translate)	3.5 x 2 = 7	
		iv.	1 note/ short question to be answered in Sanskrit	1 x 7 = 7	
			Total Marks =		**75**
	II.		**Internal Assessment –** 1.Periodic tests from each unit; should have written and oral component including paper presentation and group discussion 2. End semester test from the whole syllabus.		**25**
			Total Marks : (I+II)	**75+25**	**100**

Under the tutorial component -

1. Periodic tests from each unit; should have written and oral component including paper presentation and group discussion.

2. End semester test from the whole syllabus

[H] Keywords:

Yoga, Behaviour, Living, self presentation, concentration, jnāna, dhyāna, karma.

DSE-3

Theatre and Dramaturgy in Sanskrit

(12137903)

[A] Course Objectives:

With its audio-visual characteristics, drama is considered to be the best amongst all forms of arts.. The history of theatre in India is very old, the glimpses of which can be traced in the hymns (saṁvādasūkta) of the Ṛgveda. The dramaturgy was later developed by the Bharatamuni. The objectives of this curriculum are to help students in identifying the richness of drama and to become aware of the classical aspects of Indian theatre.

[B] Course Learning Outcomes:

After going through this course students will be able to know about several theoretical aspects of theatrical performance and production. They will become aware of the many types of theatres, their design and construction and stage setting for various kinds of dramas in ancient India. Students will also become familiar with the main principle of theatre performance and appreciation.

[C] Contents Total 60

Unit: I **Credits 10**

Theatre: Types and Designing

Types of theatre: vikṛṣṭa (oblong), caturasra (square), tryasra (triangular), jyeṣṭha (big), madhyama (medium), avara (small). bhūmi-śodhana (Examining the land) and māpa (measurement of the site), mattavāraṇī (raising of pillars), raṅgapīṭha and rangaśīrṣa (stage), dārukarma (wood–work), nepathya -gṛha (green-house), prekṣkopaveśa (audience-hall), Doors for entrance & exit.

Unit: II **Credits 8**

Drama - vastu (subject-matter), netā (hero) and rasa

Definition of drama and its various names - dṛśya, rūpa,rūpaka

Abhinaya and its types: āṅgika (gestures), vācika(oral), sāttvika (representaion of the sattva), āhārya (dresses and make-up).

Unit: III **Credits - 8**

Traditional Characters : Netā: Four kinds of heroes, Three kinds of heroines, sūtradhāra (stage manager), pāripārśvika (assistant of sūtradhāra), vidūṣaka (jester), kañcukī (chamberlain), pratināyaka (villain).

Unit: IV **Credits 10**

Rasa: definition and constituents, ingredients of rasa-niṣpatti: - bhāva (emotions), vibhāva (determinant), anubhāva (consequent), sāttvikabhāva (involuntary state), sthāyībhāva (permanent states), vyabhicārībhāva (complementary psychological states), svāda (pleasure), Four kinds of mental levels : vikāsa (cheerfulness), vistāra (exaltation), kṣobha (agitation), vikṣepa (perturbation).

Unit: V **Credits - 10**

Development of plot : Vāstu: (subject-matter) : ādhikārika (principal), prāsaṅgika (subsidiary)

Five kinds of arthaprakṛti, kāryāvasthā (stages of action) and sandhi (story segments), arthopakṣepaka (interludes)

Dailogues : kinds of dialogue:1. sarvaśrāvya or prakāśa (aloud) 2. aśrāvya or svagata (aside) 3. niyataśrāvya : janāntika (personal address), apavārita (confidential) 4. ākāśabhāṣita (conversation with imaginary person).

Unit: VI

Tradition and History of Indian Theatre Credits 14

Origin and development of stage in different ages: pre-historic, Vedic age, epic-puranic age, court theatre, temple theatre, open theatre, modern theatre: folk theatre, commercial theatre, national and state level theatre.

[D] Suggested Books/Readings:

Compulsory Reading:

1. Ghosh , M.M. - Nāṭyaśāstra of Bharatamuni, pp. 18-32.

2. झा सीताराम, 1982, नाटक और रंगमंच, बिहार राष्ट्रभाषा परिषद्ण् पटना, पृ .171-175.

3. Hass , The Daśarūpa: A Treatise on Hindu Dramaturgy, kārika 7,8,11-24,30,36,43,48,57-65.

4. Hass , The Daśarūpa: A Treatise on Hindu Dramaturgy, kārikās 2/1-5,8,9,15.

5. Hass , The Daśarūpa: A Treatise on Hindu Dramaturgy, kārikās 4/1-8,43,44.

6. द्विवेदी, हजारी प्रसाद — नाट्यशास्त्र की भारतीय पंरपरा और दशरूपक.

7. Farley P.Richmond, (2007),ed. Indian Theatre: traditions of performance, vol-I, Origins of Sanskrit Theatre, pp. 25-32.

8. झा सीताराम, (1982) नाटक और रंगमंच, पृ .161—211.

9. Farley P.Richmond, (ed) Indian Theatre: traditions of performance vol-I Delhi, MLBD. 2007, pp. 25-32.

10. Ghosh , M.M, Nāṭyaśāstra of Bharatamuni, vol-1, Manisha Granthalaya, Calcutta, 1967.

11. Hass, The Daśarūpaka : A Treatise on Hindu Dramaturgy, Columbia University, NewYork , 1912.

12. नागर, रविशंकर, नाट्यशास्त्र, अभिनवभारती टीका सहित, परिमल पब्लिकेशन दिल्ली.

13. द्विवेदी, हजारी प्रसाद, नाट्यशास्त्र की भारतीय पंरपरा और दशरूपक, राजकमल प्रकाशन दिल्ली, 1963.

14. त्रिपाठी, राधावल्लभ — भारतीय नाट्यशास्त्र की परम्परा और विश्व रंगमंच, प्रतिभा प्रकाशन, दिल्ली, 1999.

15. त्रिपाठी, राधावल्लभ) सं0) संक्षिप्तनाट्यशास्त्र, वाणीप्रकाशन, दिल्ली, 2008.

16. झा, सीताराम, नाटक और रंगमंच, बिहार राष्ट्रभाषा परिषद्, पटना, 1981.

17. मिश्र, भारतेन्दु, भरतकालीन कलाएँ, प्रतिभा प्रकाशन, दिल्ली, 2004.

18. त्रिपाठी, राधावल्लभ, भारतीय नाट्यः स्वरूप और परंपरा, हरिसिंह गौर विश्वविघालय, सागर, 1988.

19. गैरोला, वाचस्पति — भारतीय नाट्यपरम्परा और अभिनयदर्पण, इलाहाबाद, 1967.

[E] Teaching Learning Process:

1. This course is theoretical but requires a lot of practical understanding for which sufficient teaching hours have been provided in the syllabus.
2. For the theoretical part, teachers shall read and explain each line and concept clearly.
3. They shall discuss the practical aspects with the help of slides/ sketches/ PPT presentations so that students can have a real feel of how theory gets translated into practice.
4. Videos of dramas in Sanskrit (and from traditional Indian theatre forms in other Indian languages) must be shown and discussed to teach the theory of drama.
5. Teachers must give illustrations from Sanskrit dramas
6. Aspects like types of dialogues can even be enacted by students.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment :

Sr. No.	**Structure of question paper -**	**Total Marks 75**
1	3 long questions (illustrations from texts / performances required)	– 3 x 12 marks = 36
2	5 notes (illustrations from texts/ performances required)	05x 05 marks = 25
3	Definitions / Lakhsanas (cite and translate)	02 x 3.5 = 7
4	1 note/ question to be answered in Sanskrit -	7

Internal assessment : (Tutorial Component) – short periodic tests based on theory and assessment of videos/ performances

[H] Keywords:

Drama, Theatre, Vastu, Neta, Rasa, Natya griha

DSE–4

Sanskrit and Other Modern Indian Languages (12135903)

[A] Course Objectives:

This course aims to get students acquainted with the common linguistic and literary heritage of Sanskrit and Modern Indian Languages with focus on Punjabi, Oriya, Bangla,Tamil, Telugu, Marathi and Gujrati.

[B] Course Learning Outcomes:

With this course, students will be able to analyze languages in their different aspects- phonetic, semantic, syntactic and morphological. . On these structural levels they will be able to examine the interconnection of Sanskrit with other Indic languages and appreciate the linguistic unity of India and shed their linguistics chauvinism and see how all Indian languages are connected and related. They will become aware of the evolution of Indian languages from Sanskritic languages. They will also see Sanskrit literature as a source and instrument of enrichment of medieval and modern Indian literary traditions. It would also show the cultural and literary continuity of India.

[C] Contents

Unit: I **Credits 10**

Indo-Aryan Languages

Stages of Indo-Aryan –from Vedic to Modren Indo-Aryan Languages
Old Indo-Aryan (Vedic) Middle Indo-Aryan (Pali, Prakrit and Apabhransha)

Unit: II **Credits 10**

Phonetics of Sanskrit and prescribed Modern Indian Languages – changes in vowels, consonants and combine consonants.

Unit: III **Credits 10**

Morphology of Sanskrit and prescribed Modern Indian Languages – changes in gender, person, number and use of prepositions, cases, tenses, compounds and derivative words.

Unit: IV **Credits 10**

Syntax of Sanskrit and prescribed Modern Indian Languages – word-order, voice, gender in verbs, subject-verb-harmony.

Unit: V **Credits 10**

Influence of classical Sanskrit literature on the literature of modern Indian languages.

Unit: VI **Credits 10**

Enrichment of modern Sanskrit Literature through modern Indian Languages and Literatures.

[D] Suggested Books/Readings:

Compulsory Reading:

1. Beames, John, A Compartive Grammar of the Modern Aryan Languages of India, Munshiram Manoharlal, Delhi, 1970.
2. Cardona, Geoge and Jain Dhanesh (Ed.), The Indo-Aryan Languages, Routledge Language Family Series, London, 2003.
3. Chatterji, Suniti Kumar, Indo-Aryan and Hindi, Gujarat Vernacular Society, Ahemdabad, 1942.
4. Chatterji, Suniti Kumar, Origin and Development of the Bangali Language, Calcutta University Press Calcutta, 1926.
5. Turner, R.L., Indo-Aryan Linguistics, Diksha Publication, Delhi, 1985.
6. Coldwell, Robert, A comparative Grammar of Dravidian or South Indian Family of Languages, (3rd revised edn.) Munshiram Manoharlal, Delhi, 1970
7. नगेन्द्र, भारतीय साहित्य, प्रभात प्रकाशन, दिल्ली, 1987

[E] Teaching Learning Process:

This course is largely lecture based.

Teachers must supplement their lectures with PPT presentations, maps, charts and graphs

The special aspects which need to be highlighted are the perennial elements of Indian culture and their relevance in modern times.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment :

Sr. No.	Structure of the question paper	Marks
1.	4 long answer type questions	4 x 12 = 60
2.	3 short notes x 5 = 15	
	(one of these has to be written in Sanskrit)	3x5= 15
	Total =	**75**

[H] Keywords:

Contemporary Social Needs, Indo-Aryan Languages, Indo-Iranian Languages, Shared heritage, Sanskrit udercurrent in language and literature.

.DSE-5

Sanskrit Linguistics
(12137905)

Course Objectives:

This course aims to provide knowledge about the linguistic features of Sanskrit and its close affinity with the Avestan and the Prakrits.

[B] Course Learning Outcomes:

Students will develop a scientific approach to the study of languages; they will become aeare of the linguistic structure of Sanskrit and see its close relation with the Avestan and Prakrits.

[C] Contents

Unit: I **Credits 6**

भाषा विज्ञान का स्वरूप, भाषाविज्ञान के मुख्य अङ्ग एवं उपादेयता

भाषा की परिभाषा एवं स्वरूप- भाषा की विशेषताएँ - भावभिव्यक्ति के साधन एवं भाषा के अनेक रूप (बोली, भाषा, विभाषा)

Unit: II **Credits 6**

संस्कृत के भाषावैज्ञानिक अध्ययन की प्राचीनता (यास्क पूर्वकाल, पाणिनिकाल, पाणिनि उत्तरकाल) का परिचय

Unit: III **Credits 12**

संस्कृत की दृष्टि से ध्वनिविज्ञान - संस्कृत ध्वनियों का परिचय, ध्वनि परिवर्तन के कारण एवं दिशा पदविज्ञान - पद की परिभाषा, पद विभाग (नाम,आख्यात,उपसर्ग, निपात) व्याकरणिक कोटियां- समास, तद्धित, कृदन्त

Unit: IV **Credits 6**

वाक्यविज्ञान - वाक्य की परिभाषा, वाक्य के अनिवार्य तत्व (आकांक्षा, योग्यता, आसत्ति) वाक्य के प्रकार (कर्तृ - कर्म - भाववाच्य), संस्कृत वाक्य विन्यास की विशेषताएँ

Unit: V **Credits 15**

अर्थविज्ञान का सामान्य अवबोध - अर्थ के प्रकार (अभिधेय,लक्ष्य, व्यंग्य) अर्थ परिवर्तन की दिशाएं, शब्दार्थ सम्बन्ध विषयक सिद्धान्त

Unit: VI **Credits 15**

संस्कृत एवं भारोपीय भाषापरिवार – मूल भारोपीय भाषा की अवधारणा, भारोपीय भाषाओं के दो वर्ग, अवेस्ता के साथ वैदिक संस्कृत का संबंध, संस्कृत एवं प्राकृत का संबन्ध

[D] Suggested Books/ Readings :

Compulsory Reading:

1. देवीदत्त शर्मा –संस्कृत का ऐतिहासिक एवं संरचनात्मक परिचय, हरियाणा साहित्य अकादमी, चण्डीगढ
2. भाषिकी और संस्कृत भाषा - हरियाणा साहित्य अकादमी, चण्डीगढ
व्यास, भोलाशंकर, संस्कृत का भाषाशास्त्रीय अध्ययन, चौखम्बा विद्याभवन, 1957.
3. द्विवेदी, कपिलदेव, भाषाविज्ञान एवं भाषाशास्त्र, विश्वविघालय प्रकाशन, वाराणसी, 2001.
4. सिद्धेश्वर वर्मा, भारतीय वैयाकरणों के ध्वनि वैज्ञानिक विचार, हरियाणा साहित्य अकादमी
5. Murti, M., An Introduction to Sanskrit Linguistics, D.K. Srimannarayana, Publication, Delhi, 1984.
6. Burrow, T., Sanskrit Language (also trans. into Hindi by Bholashankar Vyas), ChaukhambaVidyaBhawan, Varanasi, 1991.
7. Crystal, David, The Cambridge Encyclopedia of Language, Cambridge, 1997.

Additional Readings :

1. Ghosh, B.K., Linguistic Introduction to Sanskrit, Sanskrit Pustak Bhandar, Calcutta, 1977.
2. Gune, P.D., Introduction to Comparative Philology, Chaukhamba Sanskrit Pratisthan, Delhi, 2005.
3. Jesperson, Otto, Language: Its Nature, Development and Origin, George Allen & Unwin, London, 1954.
4. Taraporewala, Elements of the Science of Language, Calcutta University Press, Calcutta, 1962.
5. Verma, S.K., Modern Linguistics, Oxford University Press, Delhi,
6. Woolner, A.C., Introduction to Prakrit, Bhartiya Vidya Prakashan, Varanasi.
7. तिवारी, भोलानाथ , तुलनात्मक भाषाविज्ञान, मोतीलाल बनारसीदास, दिल्ली, 1974
8. तिवारी, भोलानाथ, भाषाविज्ञान, किताबमहल, इलाहाबाद, 1992.
9. शर्मा, देवेन्द्रनाथ, भाषाविज्ञान की भूमिका, राधाकृष्ण प्रकाशन, दिल्ली, 2014

[E] Teaching Learning Process:

Essentially lecture based approach

Teachers must make use of digital resources, PPTs, graphs and charts

They must refer to established theories of linguistic changes.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment :

Sr. No.	Structure of the question paper	Maximum Marks - 75
1.	Three long questions –	12 x 3 = 36
2.	Two questions	2 x 8 = 16
3.	Two Notes	2 x 8 = 16
4.	**One question/note to be answered in Sanskrit**	**= 7**
	Total =	**75**

The question paper must have questions from all units

[H] Keywords:

भाषा, भाषाविज्ञान, ध्वनिविज्ञान, पद विज्ञान, अर्थविज्ञान, वाक्यविज्ञान, भारोपीय भाषा, अवेस्ता

DSE – 6
Computational Linguistics for Sanskrit
(12137907)

[A] Course Objectives:

This course will introduce the modern technology in the field of computational linguistics and language technology and prepare the students for next level. After covering these topics in Computational Linguistics (CL), the students will learn the tools and techniques of CL and also do the detailed survey and learn various methodologies used in the field.

[B] Course Learning Outcomes:

The course-level learning outcomes that a student of this course is required to demonstrate are indicated below:

- Learn the basic concept of Theoretical Concepts of Computational Linguistics.
- Learn the basic concept various Applied Areas of Computational Linguistics e.g. Morphological Analyzer/Speech/Speaker Recognition, Speech Synthesis, Text to Speech, Language Analysis, Understanding, Generation, Natural Language Interface, Text Processing and Machine Translation etc.
- Learn the basic concept of databases for data Storage.
- Student also learn the Survey of Computational Linguistics.

[C] Contents for Each Course

Unit: I **10 Credits**

Theoretical Concepts of Computational Linguistics:

Language and Communication, Levels of Language, Phonemes, Morphemes, POS, Lexicon, Syntax, Semantics, Discourse, Natural Language vs Artificial Language, Speech and Language, Grammars

Unit: II **10 Credits**

Theoretical Concepts of Computational Linguistics:

Computer Intelligent Interaction (HCII), Human Processing of Languages vs Computer Processing of Natural Languages, Rule based vs Statistical Processing, Machine Learning, Annotation of Language, Standards, Unicode, and Language Resources.

Unit: III **15 Credits**

Computational Linguistics Survey

Unit: IV **05 Credits**

Applied Areas of Computational Linguistics

Morphological Analyzer
Speech/Speaker Recognition
Speech Synthesis,
Text to Speech

Unit: V **05 Credits**

Applied Areas of Computational Linguistics

Language Analysis
Language Understanding
Language Generation
Natural Language Interface
Text Processing
Machine Translation

Unit: VI **15 Credits**

Data Storage:

An Introduction to Databases
Databases and Database Systems,
Architecture of Database Systems,
Historical Perspective of Database Systems.
Basics of MS SQL Database

Practical

[D] Suggested Books/Readings:

Compulsory Reading:

1. Bharti A., R. Sangal, V. Chaitanya, "NL, Complexity Theory and Logic" in Foundations of Software Technology and Theoretical Computer Science, Springer, 1990.
2. Gazdar G. and C. Mellish, NLP in Prolog, Wokhingham: Addison Wesley, 1989.
3. Gazdar, G. and C. Mellish, NLP in Lisp, Wokhingham: Addison Wesley, 1989.
4. Grishman, R., Computational Linguistics: An introduction, Cambridge University Press, 1986.
5. Grosz, Barbara J. (et al.) Readings in NLP, (ed.) LA: Morgan Kaufmann, 1990
6. Kenneth A. Lambert, 2011, Fundamentals of Python: First Programs, Cengage Learning.
7. Nath Jha, Girish (ed.), 2010, Sanskrit Computational Linguistics, Springer. Verlag, Germany, 2010.
8. Ruslan Mitkov, Oxford handbook of computational linguistics, Oxford University Press, 2005.
9. Dan Jurafsky, James H. Martin, 2000, Speech and Natural Language Processing, Prentice Hall.
10. R. Elmasri, S.B. Navathe, Fundamentals of Database Systems (5th Ed.), PearsonEducation.

Additional Resources:

1. Chandra Subhash (March, 2017). मशीनी अनुवाद (Machine Translation) यूजीसी सीबीसीएस स्कीम के तहत बीए (संस्कृत) के एईईसी (AEEC)-3 के पाठ्यक्रम पर आधारित. Vidyanidhi Prakashana, New Delhi, India, ISBN: 9789385539527
2. Chandra, Subhash and Jha, GN. Computer Processing of Nominal Inflections in Sanskrit: Methods and Implementations, CSP, UK, 2012.

3. Sanskrit Computational Linguistics symposium 1-2: Springer Verlag LNCS 5402 G Huet, A Kulkarni and P Scharf (eds), Proceedings of the 1st and 2nd International Symposium, 2009.
4. Sanskrit Computational Linguistics symposium 3: Springer Verlag LNCS 5406 A Kulkarni, G Huet (eds), Proceedings of the 3rd International Symposium, Jan 15 - 17, 2009, Hyderabad.
5. Grishman, R., Computational Linguistics: An introduction, Cambridge University Press, 1986.

[E] Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding skills, academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. Development of practical skills will constitute an important aspect of the teaching-learning process. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning and project-based learning, field-based learning, substantial laboratory-based practical component and experiments in this course, open-ended project work, games, technology-enabled learning, internship in industry and research establishments etc. will need to be adopted to achieve this. Lecture based Teaching Learning on the Basics of Tools and Techniques for Computing Sanskrit Language, Detailed Survey of Language Computing tools and Techniques for Background will be covered in this course. It will be very helpful to students to engage them in laboratory and practice basic tools and techniques of computer. The 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment :

The assessment of students' achievement in Computational Linguistics for Sanskrit will be aligned with the course/programme learning outcomes and the academic and professional skills

that the programme is designed to develop. A variety of assessment methods that are appropriate within the disciplinary area of Computational Sanskrit will be used. Learning outcomes will be assessed using the following: oral and written examinations, problem-solving exercises, practical assignment, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; computerized adaptive testing, literature surveys and evaluations, outputs from collaborative work, portfolios on chemical activities undertaken etc.

Internal Assessment:

As an Internal Assessment the periodic tests from each unit; should have written and oral component including paper presentation and group discussion.

On the place of internal assessment, project on e-lexicon development, e-corpora creation, database for cultural heritage and search engine for Sanskrit text, digitizing Sanskrit text may be done for the testing the computational skill of the students.

Lab practice of database may be done time to time

End semester test from the whole syllabus.

Sr. No.	**Structure of the question paper for end semester examination**	**Marks**
1.	Five long questions from the any five units	05 x 12 = 60
2.	Two short notes from the remaining unit	02 x 7.5 = 15
	Total	**75 marks**

[H] Keywords:

Computational Linguistics, Computational Linguistics for Sanskrit, Language Technology, Natural Language Processing etc.

DSE-7
Fundamentals of Āyurveda
(12137908)

[A] Course Objectives:

Āyurveda is the most ancient but alive traditional healthcare system in India. Through the classroom lectures and discussions, this course will introduce students to the theory of Āyurveda. The major objective is to make them understand the basic principles and concepts of preventative and curative medicines, health maintenance, diet and nutrition, usage of commonly used spices and herbs and therapeutic procedures in Āyurveda

[B] Course Learning Outcomes:

Graduates who read this course should be able to know the ancient tradition of Indian Medicine system, which has focused not only to the physical health but a healthy lifestyle.

After reading this paper students will know the history of Āyurveda through original sources of ancient medicine system enshrined in Sanskrit texts like Charaka Saṁhitā, Śuśruta Saṁhitā, Aṣṭānṅga Hṛdaya etc. and they will also get the basic knowledge of eight departments of Āyurveda.

Second section of this paper is related to ancient physiology. In this section students will get acquainted with the basic concept of Triguṇa, Pañcamahābhūtas , Tridoṣas, Saptadhātus, Trayodosāgni, Trimalas, SvasthaVṛtta etc. which will help students to develop Āyurvedic understanding of lifestyle and concepts of preventive medicine. Āyurveda prescribes different food habits in different seasons. After reading this section students will be able to understand seasonal regimen & social conduct and its effect on health. It will develop their understanding of Health and Disease as explained in Āyurveda, and the way of diagnosing the illness.

Taittirīyopaniṣad - Bhṛguvalli will be taught in the third section of this paper. Our Ṛṣis were not only concerned about the physical health of individuals but also about the holistic health i.e. including mental, social and spiritual well being. By reading this portion of Upaniṣad student would develop a more balanced approach towards life.

[C] Contents for each course

Unit: I **14 Credits**

Introduction to Āyurveda
History of Indian Medicine in the pre-caraka period,
The two schools of Āyurveda: Dhanvantari and Punarvasu.

Main Ācāryas of Āyurveda – Caraka, Suśruta, Vāgbha□□a,

Mādhava, Sārṅgadhara and Bhāvamiśra. 08 Credits

Unit: II **Credits 6**

Eight branches of Āyurveda (aṣṭāṅga Āyurveda):

1. Kāycikitsā (General Medicine)
2. Kaumārabhṛtya(Pediatrics)
3. śalyatantra (Surgery)
4. Śālākya-Tantra (Ent. and Ophthalmology)
5. Bhūta Vidyā (Psychiatry Medicine).
6. Viṣa Vijñāna (Toxicology).
7. Rasāyana (Rejuvenates).
8. Vajīkaraṇa (Aphrodisiac).

Unit III - Basic Principles of Āyurveda **12 Credits**

The Triguṇas: Sattva, Rajas and Tamas.

2. **The Pañcamahābhūtas:** Ākāśa (Space), Vāyu (Air), Teja or Agni(Fire), Jala(Water) and Pṛthivī (Earth).

3. **The Tridoṣas:** Vāta,Pitta and Kapha.

4. **The Saptadhātus:** Rasa (fluid), Rakta(blood), Māṁsa, Meda (fat),Asthi, Majjā and Śukra.

5. **The Trayodosāgni:** Jatharāgni (gastric fire), Saptadhātvāgni and Pañcabhūtāgni.

6. **The Trimalas:** Purīṣā (faeces),Mūtra (urine) and Sveda (sweat).

Unit IV - Lifestyle and Preventive Medicine: **15 Credits**

(i) Understanding Health and Disease in Āyurveda,

(ii) SvasthaVṛtta (Preventive Medicine): Seasonal regimen & Social Conduct and its effect on health.

(iii) **Carakasaṁhitā – Sūtra-sthānam (Tasyāśitīyādhyāya)**
Regimen of Six Seasons (Ṛtucharyā) : Hemanta (Early Winter), Śiśira (Winter),Vasanta (Spring), Grīṣma (Summer), Varṣā (Rainy) and Śarada (Autumn).

Unit: V **Credits 6**

Diagnosis of illness (Roga-Parīṣaṇa)

Eight ways to diagnose illness-

Nāḍī (Pulse Examination), Mūtra (Urine Examination), Mala (Stool Examination), Jihvā (Tongue Examination), Śabda (Speech Examination), Sparśa (Touch Examination), Dṛk (Vision Examination), and Ākṛti (Appearance).

GRADUATE

Unit: VI **Credits 7**

Pancha kosha – the holistic concept of body in Indian Medicine

Based on Taittirīyopaniṣad - Bhṛguvalli, Anuvāka- (1- 6)

Compulsory Reading:

1. Singh R.H., Body, Mind, Spirit – Integrative Medicine in Ayurveda, Yoga and Nature Cure - Chowkhamba Surbharti Pratishthanam, Varanasi, I 2009

2. V.B. Athavale, Basic Principles of Āyurveda, ChaukhambaSanskrit Pratishthan New Delhi, 2005.

3. Āyurveda Kā Saṅkṣipta Itihāsa, Hindi Sahitya Sammelan, Allahabad.

4. Priya Vrat Sharma, Essentials of Āyurveda: Sodasangahṛdayam, MotilalBanarsidass Publishers, 1999

Additional Resources:

1. https://www.theayurvedaexperience.com/blog/pancha-kosha-bliss-layer/
2. http://www.speakingtree.in/blog/medicinal-plants-from-ancient-ind
3.
4. Bhagavan Dash, Vaidya, and Acarya Manfred M. Junius, A Handbook of Āyurveda, Concept Publishing Co., New Delhi,1987.
5. Bhishagratna, Kaviraj Kunjalal, ed., translator. (2002). Sushruta Samhita Volumes I and II. Varanasi, India: Chowkhamba Sanskrit Series.
6. Charak Samhita E-text: http://www.charakasamhita.com/
7. http://www.tkdl.res.in/tkdl/langdefault/ayurveda/Ayu_Principles.asp?GL=#q1
8. K. R. Srikantha Murthy, Illustrated Susruta Samhita, ChaukhambaOrientalia, 2012
9. M.S. Valiathan, An Introduction to Āyurveda Paperback, Universities Press (India) Private Limited, 2013
10. M.S. Valiathan, The Legacy of Suśruta, Universities Press, 2007
11. Ravi DattaTripathi, Vāgbhaṭa's Aṣṭāṅg-saṅgraha, ChowkhambaSanskrit Pratishthanam, Delhi., 2011.
12. ShanthaGodagama, The Handbook of Āyurveda, North Atlantic Books, 2004
13. Sharma, Priyavrit V., ed., translator. (1981-1994). Charaka Samhita, Vols. 1 - 4, Chaukhamba Sanskrit Series, Varanasi, India: Varanasi, India: Chowkhamba SanskritSeries.
14. Sharma, Ram Karan and Bhagawan Dash, Vaidya, eds., translators (1992 – 2000). CharakaSamhita Vols. 1 – 6. Varanasi, India.Chaukhamba Sanskrit Series]
15. Srikrishnamurthy, K.R. Srikantha, translator. (1991-1992). Vagbhata, AstangaHridayamVols. 1 and 2. Varanasi, India: Krishnadas Academy
16. Srikrishnamurthy, K.R. Srikantha, translator. (2001). Sharangadhara Samhita: A treatise on Āyurveda. Varanasi, India: ChaukhambaOrientalia.
17. Susruta (Author), Kunja Lal Bhishagratna, An English Translation of the Sushruta Samhita, Based on Original Sanskrit Text. Edited and Published by KavirajKunja Lal Bhishagratna. with a Full ... Notes, Comperative Views, Index, Glossary, Nabu Press, 2012

[E] Teaching Learning Process:

Since this is a new area of study for most learners, teachers will have to clarify all concepts in the class. They will suggest blogs, articles and other digital and non – digital sources to students.

Talks by competent practitioners of Ayurveda may be organized.

While reading this paper students should be encouraged to do comparison between modern Medical system and Āyurveda, so that they can develop a scientific attitude towards ancient holistic medicinal system. They should be able to understand the preventive approach of Āyurveda, which is not in focus in modern systems.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment :

Sr. No.	Basic Structure of the Question Paper –	Marks 75
(i)	Three long questions from first three sections (with options) Note: *Student must attempt one long question from each section.*	15x3 = 45
(ii)	Four short questions /notes from three sections (with options)	5x4 = 20
(iii)	Two very short answer questions	5x2 = 10

[H] Keywords:

Ayurveda, Ancient Medicine system, holistic medicine,

DSE – 8

Environmental Awareness in Sanskrit literature (12137906)

[A] Course Objectives:

The main objective of this course is to make the students acquainted with the basic concept of Indian Environmental Science and salient features of environmental awareness as reflected in Vedic and Classical Sanskrit literature.

The National culture of every country depends on its environmental and climatic conditions and human behavior towards natural resources. Nature- friendly thoughts in Sanskrit Literature have benefited human race for long. Many religious practices were framed by ancient thinkers as a tool to protect nature and natural resources.

[B] Course Learning Outcomes:

After completing this course, students will realize that they are a part of nature and nature belongs to all creatures; therefore, they should be more careful about the utilization and preservation of natural resources. This will make them better citizens of the world.

[C] Contents for each course

Unit: I **Credits 10**

Science of Environment : Definition, Scope and Modern Crisis:

Role of Environment in human civilization; Meaning and definitions of The Environment; Various name for Science of Environment: 'Ecology', 'Paryāvaraṇa', Prakṛti Vijñāna'; Main components of Environment: living organisms(Jaiva Jagat) and non-living materials (Bhoutika Padārtha). Elementary factor of Environment Physical elements, Biological elements and Cultural elements.
Modern Challenges and Crisis of Environment: Global warming, Climate change, Ozone depletion, Explosively increase in Pollution, Decrease in underground water label, River pollution, Deforestation in large scale. Natural calamities such as flood , draft and earthquakes.

Unit: II **Credits 10**

Environmental Background of Sanskrit Literature : Importance of Sanskrit Literature from the view point of Science of environment ; Concept of ' Mother Earth' and worship of Rivers in Vedic literature; Brief survey of environmental issues such as protection and preservation of mother nature, planting trees in forests, and water preservation techniques as propounded in the Sanskrit Literature. Buddhist and Jain concepts of ecology, protection of trees, love for animals and birds.

Unit: III **Credits 10**

Environmental Issues and Eco-system in Vedic Literature: Divinity to Nature, Co-ordination between all natural powers of universe; Cosmic order 'ṛta' as the guiding force for environment of whole universe (Ṛgveda, 10.85.1); Equivalent words for Environment in Atharvaveda: 'Vṛtavṛtā'(12.1.52), 'Abhivāraḥ,'(1.32.4.), 'Āvṛtāḥ' (10.1.30), 'Parīvṛtā' (10.8.31); five basic elements of universe covered by environment : Earth, Water, Light, Air, and Ether. (Aitareya Upaniṣad 3.3); Three constituent elements of environment known as 'Chandānsi': Jala (water), Vāyu (air), and Oṣadhi (plants) (Atharvaveda, 18.1.17); Natural sources of water in five forms: rain water(Divyāḥ),natural spring(Sravanti), wells and canals (Khanitrimāḥ), lakes (Svayamjāḥ) and rivers(Samudrārthāḥ) - Ṛgveda, 7.49.2.

Unit: IV

Environment Preservation in Vedic Literature: **Credits 10**

Five elementary sources of environment preservation: Parvata (mountain), Soma (water), Vayu (air), Parjanya (rain) and Agni (fire)-Atharvaveda, 3.21.10; Environment Protection from Sun (Ṛgveda,1.191.1-16,Atharvaveda,2.32.1-6, Yajurveda,4.4,10.6); Congenial atmosphere for the life created by the Union of herbs and plants with sun rays (Atharvaveda,5.28.5);Vedic concept of Ozone-layer Mahat-ulba'(Ṛgveda,10.51.1; Atharvaveda,4.2.8); Importance of plants and animals for preservation of global ecosystem; (Yajurveda ,13.37); Eco friendly environmental organism in Upaniṣads (Bṛhadāraṇyaka Upaniṣad, 3.9.28, Taittirīya Upaniṣad,5.101, Iśopaniṣad,1.1)

Unit: V **Credits 10**

Environmental Awareness and Tree plantation: Planting of Trees in Purāṇas as a pious activity (Matsya Purāṇa, 59.159;153.512 ; Varāha Purāṇa 172. 39), Various medicinal trees to be planted in forest by king (Śukranīti,4.58-62) Plantation of new trees and preservation of old trees as royal duty of king (Arthaśāstra, 2.1.20); Punishments for destroying trees and plants (Arthaśāstra,3.19), Plantation of trees for recharging underground water (Bṛhatsaṁhitā, 54.119). Environmental Awareness and Water management:

Various types of water canals 'Kulyā' for irrigation : canal originated from river 'Nādimatṛ mukha kulyā', canal originated from nearby mountain 'Parvataparsva vartini kulyā', canal originated from pond,'Hrdasrta kulyā, Preservation of water resources 'Vāpi –kūpa –taḍāga' (Agnipuraṇa, 209-2; Valmīki Ramayana, 2.80.10-11); Water Harvesting system in Arthaśāstra (2.1.20-21); Underground Water Hydrology in Bṛhatsaṁhitā (Dakāgalādhyāya, chapter-54).

Unit: VI **Credits 10**

Universal Environmental Issues in Literature of Kalidasa : Eight elements of Environment and concept of 'Aṣṭamūrti' Siva (Abhijñānaśākuntalam); Preservation of forest, water resources, natural resources; protection of animals, birds and plant in Kalidasa's works, Environmental awareness in Abhijñānaśākuntalam Drama, Eco- system of Indian monsoon in Meghdūta, Seasonal weather conditions of Indian sub-continent in Ṛusamhara, Himalayan ecology in Kumārasaṁbhava,

[D] Suggested Books/Readings:

Compulsory Reading:

1. ठाकुर, आद्यादत्त, वेदों में भारतीय संस्कृति, हिन्दी समिति, लखनऊ,1967

2. तिवारी, शशि, संस्कृतपाठ्यसंकलन, (वैदिक वाङ्मय और पर्यावरण-प्रबन्धन ; पृष्ठ 205-235) विद्यानिधि प्रकाशन, दिल्ली, 2005

3. सहाय, शिवस्वरूप, प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली, 2012

4. ओझा, डी.डी., विज्ञान और वेद, साइंटिफिक पब्लिशर्स, जोधपुर, 2005

5. द्विवेदी, कपिल देव, वेदों में विज्ञान, विख्याति अनुसंधान परिषद्, भदोई, 2004

6. पंडा, पी. के., कालिदास का साहित्य- आधुनिक परिप्रेक्ष्य में, विद्यानिधि प्रकाशन, दिल्ली , 2009

7. सेमवाल, श्री कृष्णा (स०), 'संस्कृत वाङ्मये कृषि विज्ञानम्' दिल्ली संस्कृत अकादमी, 2006

Additional Resources:

1. Das Gupta, S.P., Environmental Issues for the 21st Century, A Mittal Publications, New Delhi, 2003

2. Dwivedi, O.P., Tiwari B.H., Environmental Crisis and Hindu Religion, Gitanjali Publishing House, New Delhi,1987

Teachers are also free to recommend any relevant books/articles/e-resource if needed.

[E] Teaching Learning Process:

Teachers should explain terminology used and or related to the inscriptions. Merely translating language is unjust to the students and the subject. It is more useful to take students to the historically important sites, especially related to the inscriptions under-study.

[F] Weekly Plan

Week 1 – Unit 1
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Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4

Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment :

Sr. No.	Structure of the question Paper	Marks
1.	3 Long questions	3 x 12 = 36
2.	5 short notes	5x 5 = 25
3.	1 vyakhya in Sanskrit	1 x 7 = 7
4.	1 question to be answered in Sanskrit	1x7 = 7
	Total =	**75**

Internal Assessment

The most important method is to examine the understanding of verses prescribed in syllabus through periodic written and oral test from each unit. Group discussion among peer groups should be organized. Studnets should be encouraged to read news papers and discuss contemporary isssues in the light of the principles studied in this paper.

[H] Keywords:

Ṛgveda, Atharvaveda, Yajurveda, Upaniṣad, Sūkta, Mantra, Vedic deities, Environmental awareness, Ecology ,Trees, Animals and birds, Nature, Climate, Natural Resources, Sanskrit Literature, Vedic Literature, Environmental awareness.

Generic Elective (GE) (Any Four) B.A. (Hons) Sanskrit	
Semester: I/II/III/IV	
GE-1 **Basic Sanskrit**	**GE-2** **Indian Culture and Social Issues**
GE-3 **Tools and Techniques for Computing Sanskrit Language**	**GE-4** **Basic Principles of Indian Medicine System (Ayurveda)**
GE-5 **Indian Aesthetics**	**GE-6** **Fundamentals of Indian Philosophy**
GE-7 **Ancient Indian Polity**	**GE-8** **Indian Epigraphy & Paleography**
GE-9 **Computer Applications for Sanskrit**	**GE-10** **Individual, Family and Community In Indian Social Thought**
GE-11 **Nationalism and Indian Literature**	**GE-12** **Indian Architectural System**

GE-1
Basic Sanskrit
(12135901)

[A] Course Objectives:

This is an elementary course in Sanskrit language designed for students who wish to learn Sanskrit from the very beginning. Essential Sanskrit grammar will be introduced (without reference to Panini's sutras) through the multiple example method with emphasis on students constructing themselves sentences.

[B] Course Learning Outcomes:

Students will acquire basic knowledge of the Sanskrit language

They will be able to communicate in simple Sanskrit

They will develop an interest in Sanskrit and the Bhagwadgita and they will be motivated to study further.

[C] Contents **Total Credits 60**

Unit: I **Credits 10**

Grammar and Composition Part I:

Nominative forms of pronouns- asmad, yuṣmad, etat and tat in masculine, feminine and neuter.

Nominative forms of 'a' ending masculine and neuter gender nouns with paṭh, khād, likh and similar simple verbs in present, past and future. Objective forms of the above nouns and pronouns in singular with more simple verbs

Instrumental, dative, ablative forms of the above nouns and pronouns in singular, dual and plural instrumental, dative, ablative forms of all the words in this syllabus.

Unit: II **Credits 10**

'ā' and ' ī' ending feminine words in nominative and accusative cases with loṭ lakāra (imperative).

'ā' and ' ī' ending feminine nouns in singular in Genitive/ possessive and locative cases, genitive and locative cases in singular in pronouns tat, etat, yat, kim

Unit: III **Credits 10**

Masculine and Feminine nouns ending in 'i' and masculine nouns ending in 'u' in various cases in singular

Masculine nouns ending in consonants – bhavat, guṇin, ātman and Feminine nouns ending in consonants – vāk, Neuter nouns ending in consonants – jagat , manas

Unit: IV **Credits 10**

Grammar and Composition Part II

Special Verb forms – in parasmaipada –past, present, future and imperative - kṛ, śrū

Special Verb forms – in parasmaipada –past, present, future and imperative jñā.
Special Verb forms – in parasmaipada –past, present, future and imperative dā.

Unit: V **Credits 10**

ātmanepada – sev, labh
Phonetic changes – visarga sandhi
vowel sandhis.

Unit: VI **Credits 10**

Pratyayas and the Bhagwadgita

Participles - śatṛ, śānac, ktavatu, kta.
Pratyayas – ktvā, lyap, tumun.
Active – passive structures in lakāras – (third person forms only) and pratyayas - kta, ktavatu Gītā Chapter XII

[D] Suggested Books/Readings:

Compulsory Reading:

1. Anuvada Chandrika
2. Apte's Guide to Sanskrit Composition
3. Rupa Chandrika
4. Kridanta Rupa Mala – Srijan Jha – App. available on Google Play Store

[E] Teaching Learning Process:

1. Teachers will introduce each element of grammar with several examples

2. They will make students repeat those examples

3. Teachers shall put words in phrases and sentences and repeat them with several variations

4. Students will make many sentences in the class singly and collectively, orally and in writing

5. Teachers will provide practice sheets to students for each section, which they will solve either in class or at home

6. Teachers must encourage students to speak in Sanskrit from the very beginning, making short sentences.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4

Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment :

Teaching and learning a language requires sustained effort. Hence, practice sheets will form the basis of a continuous assessment.

Periodic tests and viva voce examination will be helpful.

[H] Keywords:

Sanskrit language, grammar, composition etc.

GE-2
Indian Culture and Social Issues
(12135902)

[A] Course Objectives:

This paper is designed to introduce nuances of Indian culture to students and to show how cultural traditions have evolved. The paper also engages them in debates about certain significant socio-cultural issues.

[B] Course Learning Outcomes:

The first unit of this section aims at the basic understanding of culture and civilization at large dimensions, on the basis of which they will be able to evaluate Indian culture in modern terminologies.

The second unit deals with evolution of Indian culture through different ages from ancient times to the modern age with the symbiosis of alien elements e.g. Islamic and other foreign traditions.

The third unit aims at highlighting the undercurrent of Sanskrit-led culture in vernacular as well as urban shades of cultural life. By studying this course a student will be able to perceive India's various cultural identities as enriched by Sanskrit language and literature. In this section the student would be acquainted with the fundamental principles of indigenous law and statutes from original Sanskrit sources e.g. Mahabharata, Manusmriti, Yajnvalkya Smriti etc. The student will also be able to understand the status and rights of women in ancient Indian society. They will be aware the elasticity and adaptability of Hindu code of conduct as its essential quality, with the change and demand of time. This section would inculcate among the students the capability of debating and ways of arousing valid questions within and to the tradition and find out the efficient answer to cope up with the modern problems.

[C] Contents **Total Credits 60**

Unit: I **Credits 5**

What at is culture? Culture and Civilization
What is 'Indian' culture?
Culture in a multi-cultural society.

Unit: II **Credits 5**

Vedic sabhyatā
Sindhu sabhyatā
Sanskrit in Indo-Islamic tradition – (Proceedings of the Sagar University seminar on 'Islāmkā Sanskrit paramparākoyogadāna')

Unit: III **Credit 15**

Pandavani,
Versions of the Rāma legend in Sanskrit literature – Vālmīki'sRāmāyaṇa, Bhāsa'sPratimānāṭakam, Bhavabhūti'sUttarāmacaritam, Raghuvaṁśam of Kalidasa, Somadeva'sKathāsaritsāgara, Rāmāyaṇamañjari of Rājaśekhara etc.
Ṛitusaṁhāra in folk music
Sanskrit themes in traditional dance forms in Kerela
Yakṣagan
Gītagovinda and Odissi
Major agricultural and seasonal festivals of India and the Indian calendar – Bihu, Holi, Poṁgal, Makar Saṁkrāntī, Lohari, Oṇam, Baisakhi, ŚrāvaṇīPūrṇimā

Unit: IV **Credit 15**

Law and change – Dharma as an ever evolving phenomenon
Manusmṛti, Chapter 2, verses 6 and 12 (2.6, 12) with the commentary of Medhātithi ;
Lingat, Robert : Classical Law of India, Chapter 1, pp 3-7; tradition – pp 9-14 ; good customs – 14-17.
Mathur, A.D. : Medieval Hindu Law, Chapter I, pp 1-8
Caste – Voices of challenge
Traditional varṇahierarchy
Vajrasūcīby Aśvaghośa

Unit: V **Credits 10**

Identity of women
Draupadī's question– Mahābhārata, SabhāParva– DyūtaParva (sanskritdocuments.org) Chapter 66 - Duryodhana asks Draupadī to be brought to the court 1; Vidura's protest 2, 4 ; Chapter 67 – Duryodhana asks Pratikāmī to fetch Draupadī 2; Draupadī's refusal and question 5-10, 16 ;

Unit: VI **Credits 10**

Yudhiṣṭhira's response 39-41 ; Bhīṣma's response 47-49 ; Draupadi's Rejoinder 50-52 ; Vikarṇa's statement, chapter 68, verses 12-17 Karṇa to Vikarṇa – 27-31, 35.
Struggle to secure women's right to property YājñavalkyaSmṛti, Vyavahārādhyāya: Verse 135 with Vijñāneśvara's commentary (section on patnī)

Practical

[D] Suggested Books/Readings:

Compulsory Reading:

1. Bhagwadgita
2. उपाध्याय बलदेव, वैदिक साहित्य और संस्कृति, चौखम्बा विद्या भवन
3. मध्यप्रदेश हिन्दी अकादमी, प्राचीन भारतीय सामाजिक एवं आर्थिक संस्थायें भोपाल, 1976
4. पाण्डेय राजबली, हिन्दू संस्कार, चौखम्बा विद्या भवन
5. ज्ञानी शिवदत्त, भारतीय संस्कृति,
6. बाशम ए. ल. अद्‌भुत भारत
7. Basham A.L. . Wonder that was India
8. Bharadwaj, Ramesh: Vajrasūcī of Aśvaghoṣa (Varṇa-Jāti through the Ages), Vidyanidhi, Delhi

9. Mathur A.D., Medieval Hindu Law, Oxford University Press, New Delhi 2006
10. Sharma Braj Narain, Social Life in Northern India, New Delhi, 1966

11. **Pandey Raj Bali: Hindu Sanskara, (English) Delhi, 2nd Revised Edition 1969, Reprinted 1991**
12. Prabhu, P.H., Hindu Social Organisation, Popular Prakashan, Mumbai, 1998, pp. 257-283.

Additional Resources:

[E] Teaching Learning Process:

Largely discussion based teaching.

Teachers shall announce in advance the text to be discussed and the relebvant secondary reading for it.

Students will read the translation of the relevant text and secondary reading, if any, in advance at home.

Teachers shall introduce the issues in class and invite students to give their inputs on the basis of their reading of the text.

It shall be important to connect issues in the texts with contemporary life.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
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Week 5 – Unit 3
Week 6 – Unit 3
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Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment Methods:

Sr. No.	Structure of the question paper –	Total Marks 75
1.	Four long questions	4 x 15 = 60
2.	Two notes	2 x 7.5 = 15

Internal assessment : Group discussions, paper presentations, assignments

[H] Keywords:

Indian Culture, Social Issues, Cultural Traditions, Cultural Roots, Symbiosis, Rights of Women, Ancient Indian Society, Modern Problems etc.

GE-3

Tools and Techniques for Computing Sanskrit Language (12137904)

[A] Course Objectives:

This course will introduce the current research and development in Sanskrit computing. Primary emphasis will be on tools and techniques developed under government and private funding and to explore new technologies for Sanskrit.

[B] Course Learning Outcomes:

The course-level learning outcomes that a student of this course is required to demonstrate are indicated below:

- Learn the basic concept of Sanskrit Phonology, Sanskrit Morphology, Syntax, Semantics, Lexicon and Corpora.
- Learn the origin and Development of Language Computing.
- Basic Introduction of Computing Sanskrit Language.
- Various methodologies used on Language Technology.
- Various tools developed for Sanskrit Language.
- Survey of Language Computing
- Evaluation and Challenges in Machine Translation

[C] Contents

Total Credits 60

Unit: I **10 Credits**
Sanskrit Linguistics:
Sanskrit Phonology
Sanskrit Morphology

Unit: II **10 Credits**
Sanskrit Linguistics:
Syntax
Semantics

Unit: III **10 Credits**
Sanskrit Linguistics:
Lexicon
Corpora

Unit: IV
Sanskrit Language Resources and Tools. **10 Credits**

Unit: V
Language Computing Methodology: **10 Credits**
Rule Base

Statistical and Hybrid

Unit: VI
Language Computing Survey: **10 Credits**
Language Computing Survey

Practical

[D] Suggested Books/Readings:

Compulsory Reading:

1. Chandra Subhash (March, 2017). मशीनी अनुवाद (Machine Translation) यूजीसी सीबीसीएस स्कीम के तहत बीए (संस्कृत) के एईईसी (AEEC)-3 के पाठ्यक्रम पर आधारित. Vidyanidhi Prakashana, New Delhi, India, ISBN: 9789385539527.
2. Akshar Bharati, Vineet Chaitanya and Rajeeva Sanghal, Natural Language Processing: A Paninian Prospective, Prentice Hall of India, New Delhi, 1995.
3. Girish Nath Jha, Madhav Gopal, Diwakar Mishra, Annotating Sanskrit Corpus: Adapting IL-POSTS, Human Language Technology. Challenges for Computer Science and Linguistics Lecture Notes in Computer Science Volume 6562, 2011, pp 371-379.
4. Tools developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi, Delhi-110007 available at: http://sanskrit.du.ac.in

Additional Resources:

1. Daniel Jurafsky and James H. Martin, Speech and Language Processing, Prentice Hall; 2008
2. Chandra, Subhash and Jha, GN. Computer Processing of Nominal Inflections in Sanskrit: Methods and Implementations, CSP, UK, 2012.
3. Jha, Girish Nath, Morphology of Sanskrit Case Affixes: A Computational Analysis, M.Phil Dissertation, Centre of English and Linguistics, School of Language, Literature and Culture Studies, JNU, 1993.
4. Sanskrit Computational Linguistics symposium 1-2: Springer Verlag LNCS 5402 G Huet, A Kulkarni and P Scharf (eds), Proceedings of the 1st and 2nd International Symposium, 2009.
5. Sanskrit Computational Linguistics symposium 3: Springer Verlag LNCS 5406 A Kulkarni, G Huet (eds), Proceedings of the 3rd International Symposium, Jan 15 - 17, 2009, Hyderabad.
6. Grishman, R., Computational Linguistics: An introduction, Cambridge University Press, 1986.

[E] Teaching Learning Process:

Lecture based Teaching Learning on the Basics of Tools and Techniques for Computing Sanskrit Language, Detailed Survey of Language Computing tools and Techniques for Background will be covered in this course. It will be very helpful to students to engage them in laboratory and practice basic tools and techniques of computer.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment :

Learning outcomes will be assessed using the following: oral and written examinations, problem-solving exercises, practical assignment, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; computerized adaptive testing, literature surveys and evaluations, outputs from collaborative work, portfolios on chemical activities undertaken etc.

Internal Assessment:

As an Internal Assessment the periodic tests from each unit; should have written and oral component including paper presentation and group discussion.

On the place of internal assessment, project on e-lexicon development, e-corpora creation, database for cultural heritage and search engine for Sanskrit text, digitizing Sanskrit text may be done for the testing the computational skill of the students.

Assignment of any topic may be given to students.

End semester test from the whole syllabus.

Sr. No.	**Structure of the question paper for end semester examination**	**Marks**
1.	**Five** long questions from the any five units	05 x 12 = 60
2.	**Two** short notes from the remaining unit	02 x 7.5 = 15
	Total	**75 marks**

[H] Keywords:

Computing Sanskrit Language, Tool and Techniques for Computing Sanskrit Language, Language Technology etc.

GE-4
Basic Principles of Indian Medicine System (Ayurveda) (12135904)

Credits 60

[A] Course Objectives:

Āyurveda is the most ancient but alive traditional healthcare system in India. Through the classroom lectures and discussions, this course will introduce students to the theory of Āyurveda. The major objective is to make them understand the basic principles and concepts of preventative and curative medicines, health maintenance, diet and nutrition, usage of commonly used spices and herbs and therapeutic procedures in Āyurveda

[B] Course Learning Outcomes:

Graduates who read this course should be able to know the ancient tradition of Indian Medicine system, which has focused not only to the physical health but a healthy lifestyle.

After reading this paper students will know the history of Āyurveda through original sources of ancient medicine system enshrined in Sanskrit texts like Charaka Saṁhitā, Śuśruta Saṁhitā, Aṣṭāṅga Hṛdaya etc. and they will also get the basic knowledge of eight departments of Āyurveda.

Second section of this paper is related to ancient physiology. In this section students will get acquainted with the basic concept of Triguṇa, Pañcamahābhūtas , Tridoṣas, Saptadhātus, Trayodosāgni, Trimalas, SvasthaVṛtta etc. which will help students to develop Āyurvedic understanding of lifestyle and concepts of preventive medicine. Āyurveda prescribes different food habits in different seasons. After reading this section students will be able to understand seasonal regimen & social conduct and its effect on health. It will develop their understanding of Health and Disease as explained in Āyurveda, and the way of diagnosing the illness.

Third section of this paper is related to the Dietetics, Nutrition and Treatments in Āyurveda. Students will get to know the Āyurvedic point of view on nutrition and metabolism, Classification of Āhāra (compatible foods) according to Āyurveda and Viruddhāhāra (incompatible diet) & role of diet. After reading this section students will get the basic knowledge of Āyurvedic treatments, their method and classification of treatments, like Pañcakarma, Therapeutic vomiting (Vamana), Purgation Therapy (Virechana), Enema (Basti), Nasal Administration – Nāsya, Blood Letting (Raktamokṣaṇa) etc.

Last section of the paper is related to medicinal plants. Students will get equipped with the knowledge of some extremely important plants which are available in their surroundings like Tulsī, Haridrā, Ghṛtakumārī, Brāhmī, Āmalā, Aśwagandhā, Neema Plant etc. and will be able to use them in necessity.

[C] Contents Total Credits 60

Unit: I **10 Credits**

Introduction to Indian Medicine System: Āyurveda

Definition of Āyurveda, Āyuh (Life), Śarīra (Body), Health, Aim of Āyurveda, Subject Matter of Āyurveda, Salient Features of Āyurveda.

History of Āyurveda, Atharvaveda as an early source for medicinal observations , Introduction to Major Texts (Suśruta Saṁhitā, Caraka Saṁhitā, Aṣṭāṅga Hṛdayam and Aṣṭāṅga Saṅgraha) and Thinkers (Suśruta, Caraka and Vāgbhaṭa.) and Aṣṭāṅga Hṛdayam and Aṣṭāṅga Saṅgraha of Vāgbhaṭa.

Unit: II **Credits 5+5**

Eight Branches of Āyurveda (Aṣṭāṅga Āyurveda):

1. Kāycikitsā (General Medicine)
2. Kaumārabhṛtya (Pediatrics)
3. Śalya-Tantra (Surgery)
4. Śālākya-Tantra (Ent. and Ophthalmology)
5. Bhūta Vidyā (Psychiatry Medicine)
6. Viṣa Vijñāna (Toxicology)
7. Rasāyana (Rejuvenates)
8. Vajīkaraṇa (Aphrodisiac)

Basic Principles of Āyurveda

1. **The Triguṇas:** Sattva,Rajas and Tamas.
2. **The Pañcamahābhūtas:** Ākāśa (Space), Vāyu (Air), Teja or Agni(Fire), Jala(Water) and Pṛthivī (Earth).
3. **The Tridoṣas:** Vāta,Pitta and Kapha.
4. **The Saptadhātus:** Rasa (fluid), Rakta(blood), Māṁsa, Meda (fat),Asthi, Majjā and Śukra.
5. **The Trayodosāgni:** Jatharāgni (gastric fire), Saptadhātvāgni and Pañcabhūtāgni.
6. **The Trimalas:** Purīṣā (faeces),Mūtra (urine) and Sveda (sweat).

Unit: III **Credits 5 + 5**

Lifestyle and preventive medicine:

(i) Understanding Health and Disease in Āyurveda,

(ii) Concept of Dharī Pūraṣa (A person who is subjected to medical treatment),

(iii) SvasthaVṛtta (Preventive Medicine): Seasonal regimen & Social Conduct and its effect on health.

Dietetics, Nutrition and Treatment - Āyurvedic understanding of Nutrition and Metabolism, Classification of Āhāra according to Āyurveda and Viruddhāhāra (Incompatible Diet) & Role of Diet to maintain the Health.

Unit: III **Diagnosis of illness (Roga-Parīṣaṇa):** **Credits 8**

Eight ways to diagnose illness-
Nāḍī (Pulse Examination), Mūtra (Urine Examination), Mala (Stool Examination), Jihvā (Tongue Examination), Śabda (Speech Examination), Sparśa (Touch Examination), Dṛk (Vision Examination), and Ākṛti (Appearance).

Unit IV **Basic principles of Āyurvedic Pharmacology as prescribed in Ṣoḍaśāṅahṛdayam:** (Basic Concept of Dravya, Classification of Dravya, Some important Āyurvedic drugs*: Harītaki, Bibhītaka, Lavaṅga, Elā, Udumbara, Śiriṣa, Babbūla, Rudrākṣa, Aśoka, Pārijāta, Nārikela, Śatapuṣpā, Kumāri, Bhṛṅgarāja, Śaṁkhapuṣpi, Dūrvā*), Principles of Therapeutics. **Credits 8**

Unit: V **Principles of Treatment and Pañcakarma Thearpy:** **Credits 8**

1. Pūrvakarma (Preparatory procedures)
2. Pradhānakarma (Major main procedures)
   (i) Vamana (Therapeutic vomiting)
   (ii) Virechana (Purgation Therapy)
   (iii) Anuvāsana
   (iv) Āsthāpana Vasti
   (v) Śirovirecana
3. Paścātkarma (Post therapy dietary management)

Unit VI : **Credits 6**

Important Medicinal Plants in Āyurveda

10 Medicinal Plants in Suśruta Saṁhitā: Tulsī, Haridrā, Sarpagandhā, Ghṛtakumārī, Guggulu, Brāhmī, Āmalā, Aśwagandhā, Arjun Tree, Neem tree

[D] Suggested Books/Readings :

Compulsory Reading:

1. Acharya, Srinivas, Panchakarma Illustrated, Chaukhaba Sanskrit Pratishtana, Delhi, 2006.

2. V.B. Athavale, Basic Principles of Āyurveda, ChaukhambaSanskrit Pratishthan New Delhi, 2005.

3. Āyurveda Kā Saṅkṣipta Itihāsa, Hindi Sahitya Sammelan, Allahabad.

4. Priya Vrat Sharma, Essentials of Āyurveda: Sodasangahṛdayam, MotilalBanarsidass Publishers, 1999

5. http://www.speakingtree.in/blog/medicinal-plants-from-ancient-india

Additional Resources:

1. Bhagavan Dash, Vaidya, and Acarya Manfred M. Junius, A Handbook of Āyurveda, Concept Publishing Co., New Delhi,1987.
2. Bhishagratna, Kaviraj Kunjalal, ed., translator. (2002). Sushruta Samhita Volumes I and II. Varanasi, India: Chowkhamba Sanskrit Series.
3. Charak Samhita E-text: http://www.charakasamhita.com/
4. http://www.tkdl.res.in/tkdl/langdefault/ayurveda/Ayu_Principles.asp?GL=#q1
5. K. R. Srikantha Murthy, Illustrated Susruta Samhita, ChaukhambaOrientalia, 2012
6. M.S. Valiathan, An Introduction to Āyurveda Paperback, Universities Press (India) Private Limited, 2013
7. M.S. Valiathan, The Legacy of Suśruta, Universities Press, 2007
8. Ravi DattaTripathi, Vāgbhaṭa's Aṣṭāṅg-saṅgraha, ChowkhambaSanskrit Pratishthanam, Delhi., 2011.
9. ShanthaGodagama, The Handbook of Āyurveda, North Atlantic Books, 2004
10. Sharma, Priyavrit V., ed., translator. (1981-1994). Charaka Samhita, Vols. 1 - 4, Chaukhamba Sanskrit Series, Varanasi, India: Varanasi, India: Chowkhamba SanskritSeries.
11. Sharma, Ram Karan and Bhagawan Dash, Vaidya, eds., translators (1992 – 2000). CharakaSamhita Vols. 1 – 6. Varanasi, India.Chaukhamba Sanskrit Series]
12. Srikrishnamurthy, K.R. Srikantha, translator. (1991-1992). Vagbhata, AstangaHridayamVols. 1 and 2. Varanasi, India: Krishnadas Academy
13. Srikrishnamurthy, K.R. Srikantha, translator. (2001). Sharangadhara Samhita: A treatise on Āyurveda. Varanasi, India: ChaukhambaOrientalia.
14. Susruta (Author), Kunja Lal Bhishagratna, An English Translation of the Sushruta Samhita, Based on Original Sanskrit Text. Edited and Published by KavirajKunja Lal Bhishagratna. with a Full ... Notes, Comperative Views, Index, Glossary, Nabu Press, 2012

[E] Teaching Learning Process:

While reading this paper students should be encouraged to do comparison between modern Medical system and Āyurveda, so that they can develop a scientific attitude towards ancient holistic medicine system. They should be able to understand preventive approach of Āyurveda which is not focused in modern systems.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment :

Sr. No. Basic Structure of the Question Paper & Division of Marks (75 Marks):

(i)	Three long questions from Units I to V	15x3 = 45
	Note: *Student must attempt only one long question from each section.*	
(ii)	Four short notes (with options) from Units I to V	5x4 = 20
(iii)	Two short notes from Unit VI	5x2 = 10
	Total Marks =	**75**

[H] Keywords:

Ayurveda, Ancient Medicine System, holistic medicine

GE-5
Indian Aesthetics
(12135904)

[A] Course Objectives:

Indian aesthetics is a potent field for the study of literary criticism. It has developed as an independent discipline today, which deals with the historically determined essence of human values, their creation, perception, appreciation and assimilation. It is the science and philosophy of essential analysis of all the fine arts. Indian perception accepts poetry, drama, music, architecture, iconography and painting as independent Arts. The main objective of this paper is to give its brief overview with reference to major trends of Indian Aesthetics.

[B] Course Learning Outcomes:

This course will enable students to identify the real essence of Beauty propounded by Indian rhetoricians. After the completion of the course the learner will come across the Indian deliberation on aesthetic experience in the form of Rasa and its process. The participant will be able to appreciate the various artistic mods of expressions of Beauty in general and poetry in particular. The course will help the student peep into the historical evolution of the Indian science of aesthetics.

[C] Contents Total Credits 60

Unit: I **Credits 8**
Aesthetics (Saundaryaśāstra), its nature and components

Beauty (Saundarya): its definition, nature and components : vaya,rūpa, vacana, hāva, Discussion of synonyms of the term Beauty(Saundarya) : ramaṇīyatā, śucitā, lāvaṇya, cārutā, kānti, vicchitti, madhuratā, mugdhatā, manohāritā, śrī.

Unit: II **Credits 8**
Aesthetic experience (Rasa)

Nature of rasa (Aesthetic experience) according to Sāhityadarpaṇa, aesthetic enjoyment – eternal bliss, the ultimate reality (ānandamayatā, alaukikatā)

Unit: III
The process of Aesthetic experience (Rasa) **Credits 12**

Constituents of rasa: bhāva (human feelings and emotions) vibhāva (causes or determinants), anubhāva (voluntary gestures), sāttvika bhāva (Involuntary gestures), vyabhicāri bhava (transitory states) and sthāyibhāva(basic mental states), sahṛdaya / sāmājika (Connoisseur / Spectator). anukārya, anukartā, sādhāraṇīkaraṇa (Generalization), four mental stages of rasa realization: vikāsa (cheerfulness),

vistāra(exaltation), kṣobha (agitation), vikṣepa (perturbation). number of rasas according to Bharat.

Unit: IV **Credits 10**

Aesthetic elements (saundarya - tattva)

Art as the mode of expression of saundarya –in fine arts (Architecture, Sculpture and Painting), Main aesthetic elements of literary arts (Poetry and Drama) : alaṅkāra, rīti, dhvani,vakrokti & aucitya.

Unit: V **Credits 16**

Prominent thinkers of Indian Aesthetics

Bharata, Bhāmaha, Vāmana, Daṇḍī, Ānandavardhana Abhinavagupta, Kuntaka, Mahimabhaṭṭa, Kṣemendra, Vishvanātha and Jagannātha.

Unit: VI **Credits 6**

Perception of beauty in Abhijñānaśākuntalam

Perception of beauty in Drama from cultural, social and aesthetical point of view in the context of Abhijñānaśākuntalam.

[D] Suggested Books/Readings:

Compulsory Reading:

1. Sāhityadarpaṇa of Vishvanatha, (Based on karikas3/1-28).

2. Kane P.V., *History of Sanskrit Poetics* pp.352-391,

i. Upadhyaya, Baladeva, *Sanskrit Ālocanā* (for six schools)

3. Pandey, Kantichandra: *Comparative Aesthetics,* vol.1 Chowkhamba Sanskrit series office Varanasi, 2008

4. चतुर्वेदी ब्रजमोहन, भारतीय सौन्दर्यदर्शन, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, पृ० 5—12, 22—34.

5. चतुर्वेदी ब्रजमोहन, भारतीय सौन्दर्यदर्शन पृ० 42—60.

6. पाण्डेय कान्तिचन्द्र स्वतन्त्र कलाशास्त्र, प्रथम भाग पृ. 593—625.

7. चतुर्वेदी ब्रजमोहन, भारतीय सौन्दर्यदर्शन पृ० 37—42.

8. पाण्डेय कान्तिचन्द्र, स्वतन्त्र कलाशास्त्र, प्रथम भाग पृ. 593—625.

9. चतुर्वेदी ब्रजमोहन, भारतीय सौन्दर्यदर्शन पृ० 61—76.

Additional Resources:

10. Gnoli, R. : *The Aesthetic Experience according to Abhinavagupta*, Chowkhamba Sanskrit series office Varanasi.

11. उपाध्याय बलदेव संस्कृत—आलोचना, हिन्दी समिति, सूचना विभाग, उ. प्र., 1963.

12. कृष्णकुमार अलंकारशास्त्र का इतिहास, साहित्य भण्डार,मेरठ,1998

13. Coomarswami A: *Introduction to Indian Art*, Theosophical Society , Adyar, 1956.

14. कृष्णकुमार अलंकारशास्त्र का इतिहास, साहित्य भण्डार,मेरठ,1998

15. पाण्डेय, कान्तिचन्द्र स्वतन्त्र कलाशास्त्र, प्रथम तथा द्वितीय भाग, चौखम्भा संस्कृत सीरीज वाराणसी 1967, 1978.

[E] Teaching Learning Process:

The teaching-learning process for this paper will be theoretical as well as practical where each aspect needs to be analysed in a proper way. The students will be taught through highlighting salient features of various types of Sanskrit literature.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment :

Sr. No.	**Structure of the question paper –**	**Total marks - 75**
1.	4 long questions	4x 15 = 60 marks
2.	2 notes	2x 7.5 marks – 15
	Total marks	**- 75**

The most important method is to examine the understanding of tradition of Sanskrit Poetics. This test should be of two natures-a written test and b.viva and group discussion among peer groups. 2. End semester test of the whole syllabus on both natures.

[H] Keywords:

Aesthetics, Saundaryaśāstra, vaya,rūpa, vacana, hāva, ramaṇīyatā, śucitā, lāvaṇya, cārutā, kānti, vicchitti, madhuratā, mugdhatā, manohāritā, śrī, Aesthetic experience, Rasa, Sāhityadarpaṇa, ānandamayatā, alaukikatā, bhāva, vibhāva, anubhāva, sāttvika bhāva, vyabhicāri bhāva, sthāyibhāva, sahṛdaya, anukārya, anukartā, sādhāraṇīkaraṇa, Rasa, alaṅkāra, rīti, dhvani,vakrokti & aucitya,Bharata, Bhāmaha, Vāmana, Daṇḍī, Ānandavardhana Abhinavagupta, Kuntaka, Mahimabhaṭṭa, Kṣemendra, Panditaraja Jagannātha.

GE-6
Fundamentals of Indian Philosophy
(12135906)

[A] Course Objectives:

The objective of the Syllabus is to study the basic issues in Indian Philosophy.

[B] Course Learning Outcomes:

Indian Philosophy teaches critical thinking, close reading, clear writing, and logical analysis. It develops the tools of logic and reason to analyze the ways in which the individual experiences the Universe. It guides the student to understand the language we use to describe the world, and our place within it. Different areas of philosophy are distinguished by the questions they ask. The most important reason to study philosophy is that it is of enormous and enduring interest. Philosophy is important, but it is also enormously enjoyable in which students are provided with the tools and the opportunity to develop and express their own philosophical views.

2.2. Content Total Credits 60

Unit: I Fundamentals of Philosophy **Credits 10**

Darśana - concept and aims, Classification of Indian Philosophical schools,

Fundamental issues in Indian Philosophy - Epistemology : Six Pramanas

Unit II **Credits 10**

Metaphysics: Realism, Idealism, Causation – Satkaryavada, Asatkaryavada, Parinamavada, Vivartavada, Svabhavavada, Consciousness and matter, theories of self

Ethics: Karma & Punarjanma theory, Liberation

Unit – III **Credits 10**

Schools of Indian Philosophy

Heterodox Schools - Cārvāka – General introduction with emphasis on Challenge to Veda, Rejection of Transcendental Entities, Ethics (Based on Sarvadarshansamgrah)

Jainism – General introduction with emphasis on Anekāntavāda, Syādvāda, Saptabhaṅginyāya, Triratna

Buddhism- General introduction with emphasis on Four Noble Truths

Unit - IV **Credits 10**

Sāṁkhya – General Introduction with emphasis on Prakṛti, three Guṇas & Puruṣa

(Based on Sāṃkhyakārikā)

Yoga - Eight fold path of Yoga (Based on Yogasūtra Sādhanapāda and Yogabhāṣya thereon)

Unit: V **Credits 10**

Nyāya Vaiśesika - General Introduction with emphasis on Tarksamgraha – seven padrathas (overview only)
Mīmāṃsā - Svataḥ Prāmāṇyavāda

Unit: VI **Credits 10**

Advaita Vedānta – General Introduction with emphasis on Brahman, Māyā, Jīva and Jagat (Based on Vedāntasāra)

Bhakti Schools of Vedānta – General introduction with emphasis on God, Īśvara & Nature of Bhakti

[D] Suggested Books/Readings:

Compulsory Reading:

1. Bhartiya, Mahesh - *Bhāratīya Darśana Kī Pramukha Samasyāeṁ*, Ghaziabad, 1999.
2. Chatterjee, S. C. & D. M. Datta - *Introduction to Indian Philosophy*, Calcutta University, Calcutta, 1968 (Hindi Translation also).
3. Hiriyanna, M. - *Outline of Indian Philosophy*, London, 1956 (also Hindi Translation).
4. Shastri, Kuppuswami, *A Primer of Indian Logic*, 1951 (only introduction).
5. Bhartiya, Mahesh - *Causation in Indian Philosophy*, Ghaziabad, 1975.
6. Pandey, Ram Chandra - *Panorama of Indian Philosophy* (also Hindi version), M.L.B.D., Delhi, 1966.
7. Raja, Kuhnan - *Some Fundamental Problems in Indian Philosophy*, MLBD, Delhi, 1974.
8. Rishi, Uma Shankar (Ed.), *Sarva-Darshana_Samgraha*, Chowkhamba Vidyabhawan, Varansi, 1984.

Additional Resources:

1. Hiriyanna, M. - Outline of Indian Philosophy, London, 1956 (also Hindi Translation).
2. Shastri, Kuppuswami, A Primer of Indian Logic, 1951 (only introduction).
3. Bhartiya, Mahesh - Causation in Indian Philosophy, Ghaziabad, 1975.
4. O'Flaherty, Wendy Doniger – Karma and Rebirth in Classical Indian Tradition, MLBD, Delhi, 1983.
5. Pandey, Ram Chandra - Panorama of Indian Philosophy (also Hindi version), M.L.B.D., Delhi, 1966.
6. Radhakrishnan, S. - Indian Philosophy, Oxford University Press, Delhi, 1990.
7. Raja, Kuhnan - Some Fundamental Problems in Indian Philosophy, MLBD, Delhi,1974.

8. Chatterjee, S. C. – *The Nyāya Theory of Knowledge*, Calcutta, 1968.
9. Radhakrishnan, S. - *Indian Philosophy*, Oxford University Press, Delhi, 1990.

[E] Teaching Learning Process:

While reading this course students must be encouraged to connect their study of theory. Reading and proper understanding of theme and theory, discussion on important themes occuring in the syllabus, connect themes and ideas of the text with contemporary debating system. Some contemporary issues could be developed and solved by the group discussion.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment :

Sr. No.	Structure of the question paper	Marks
1.	5 questions –	5 x 12 = 60
2.	3 notes –	3 x 5 = 15

Tutorial component-

1. Periodic tests from each unit; should have written and oral component including paper presentation and group discussion.

2. End semester test from the whole syllabus.

3. Project

[H] Keywords:

Darsana, Heterodox, Charvaka, Transcendental Entities, Anekandvada, Triratna, Prakriti, Gunatraya, Maya, Jiva, Jagat

GE-7
Ancient Indian Polity
(12135906)

[A] Course Objectives:

The aim of this course is to make students acquainted with various aspects of Political institutions and Indian polity as propounded in ancient Sanskrit texts from vedic samhitās to later texts in the dharma śāstra and artha śāstra traditions.

[B] Course Learning Outcomes:

Learning Outcome : This course is designed for UG students who are from disciplines other than main Sanskrit discipline . It should be a great opportunity for these students to understand the nature of ancient Indian polity from original Sanskrit sources from Vedic texts to Dharma shastra and Niti texts.

In this section students will be able to understand various types of states in ancient India. They should know that despite of monarchy as prime form of governance, there was also a parallel republican system. With the study of the Saptanga theory of ancient Indian polity, students will be able to learn how the state is an organic entity and how optimum functioning of each organ is necessary for the smooth functioning of the whole.

Upon reading this section, students are expected to appreciate the well designed administrative structure of ancient India. They should be able compare ancient and contemporary models. They will know that despite a monarchical system, sovereign was not autocratic. He was well controlled by his subordinates.

This section deals with internal and external security and financial growth of the state. Students will be able to understand various aspects of ancient law, justice, taxation and diplomacy.

The study of these sections must enable students to connect this theoretical model with contemporary governance issues in India. The shadguna and mandala theories provide a practical and pragmatic understanding of foreign relations and tell how international diplomacy is to be conducted.

[C] Contents **Total Credits 60**

Unit: I **Credits 12**

Names for the science of polity and their significance : Daṇḍanīti, Dharmaśāstra,Nītiśāstra;
Scope of Indian Polity: Relation with Dharma, Artha and Nīti;

Sources :Vedic Literature, Purāṇas,
Rāmāyaṇa, Mahābhārata, Dharmaśāstra,

Kautilya's Arthaśāstra and Nīti –śāstra

Origin of State :Mātsyanyāya- Theory - (Arthaśāstra1.1.3, Mahābhārata, Śānti parva, 67.17-28, Manusmrti,7.20)

Nature of the State :
With special reference to Saptānga-Theory : 1. Svāmī, 2. Amātya, 3. Janapada, 4. Pura, 5. Kośa, 6. Daṇḍa and 7. Mitra

Unit II **Credits 12**

Divinity of the King'Rājā' – (Arthaśāstra,1.9, Mahābhārata, Śāntiparva,67.43-48, Manusmṛti,7.4-7)
King as a Public Servant - (Sukranīti,4.2.130,137)
King as a Trustee - (Arthaśāstra,10.3),
King as Upholder of the Moral Order (Mahābhārata, Śānti parva, 120.1-35; Manusmṛti, 7.1-35);

Republics in Buddhist Literature
(Dighnikāya, MahāparinibbāṇaSūtta, Anguttaranikāya,1.213;4.252,256)

Unit: III **Credits 10**

Kingship and Council of Ministers
Council of Ministers: Ratni
Council in Vedic age Śatapathabrāhmaṇa, 5.2.5.1);
Council of Ministers in Kauṭilya's Arthaśāstra (1.4,1.5,1.11) and Śukranīti,(2.70-72)
Kingship :Royal Succession, Coronation
Ceremony

Unit: IV

Taxation Policy of State:
Reasonable and EquitableTaxation Policy Śāstranīta' permitted by Dharmaśāstra (Mahābhārata, Śānti parva,71.10-25, Manusmṛti, 7.127, 144) ;
Criticism of unlawful taxation policy in Mahābhārata, Śānti parva (87.19-18-22,88. 4-7)
TwoTypes of Tax Sources in Arthaśāstra -1.'Ayasarira' and 2'Aya-mukha'(Altekar, A.S , State and Government in Ancient India, pp.262 267 and
Sahay, Shiva Swarup, , Prachin Bharaa ka Samajika evam Arthika Itihas,pp.456-458)

Unit: V

Inter-State Relations of State:
Brief survey of 'Manḍala' Theory of Inter-State Relations;
Principles and means of Diplomacy : 1.Sāma 2.Dāma,3 Danḍa.4.Bheda;

Diplomacy of War and Peace –'Ṣāḍguṇya theory: 1.Sandhi, 2.Vigraha, 3. Yāna, 4.Āsana, 5.Sanśraya and, 6.Dvaidhībhāva

Source : (Altekar, A.S , State and Government in Ancient India, pp.291- 308; Satyaketu Vidyalankar, Prachin Bharatiya Shasana Vyavastha aur Rajashastra, pp.363-376)

Unit VI

Nature and Sources of Law'Dharma':
Four types of Source of Law 'Dharma' :1.'Dharma',2. Vyavahāra', 3.'Caritra' and 4.'Rājaśāsana';
Four types of Enforcement of Law: 1. Rules of Castes 'Jatidharma', 2. Local Customs' 'Janapadadharma', 3. Bye-laws of Guilds' Śreṇīdharma' and 4. Family Traditions' Kuladharma'

Judicial administration and Courts:
King as Head and Fountain Sources of all Justice, Qualities of Chief Justice-'Pradvivak'and members of Jury-'Sabhāsadah (Shukraniti, 4.5.69-196)
Two types of Royal
Courts 'Dharmasthīya' and 'Kaṇṭakaśodhana' in
Arthaśāstra (3.1-20)
Social and local Courts situated in Villages-'Kula' and 'Puga','Dharmaśāsana'.

[D] Suggested Books/Readings:

Compulsory Reading:

1. काणे, पी.वी.—धर्मशास्त्र का इतिहास (1—4 भाग) अनु० अर्जुन चौबे काश्यप,हिन्दी समिति,लखनऊ, 1966—73.
2. तिवारी, शशि— संस्कृत साहित्य में राष्ट्रवाद और भारतीय राजशास्त्र, विद्यानिधि प्रकाशन, दिल्ली, 2013.
3. दीक्षित, प्रेमकुमारी— प्राचीन भारत में अन्तर्राष्ट्रीय सम्बन्ध, उत्तर प्रदेश, हिन्दी ग्रन्थ अकादमी, लखनऊ, 1977.
4. नाटाणी, प्रकाश नारायण — प्राचीन भारत के राजनीतिक विचारक, पोइन्टर पब्लिशर्स, जयपुर, 2002.
5. मोहनचन्द— जैन संस्कृत महाकाव्यों में भारतीय समाज, ईस्टर्न बुक लिंकर्स, दिल्ली, 1989.
6. वाजपेयी, अम्बिका प्रसाद — हिन्दू राज्य शास्त्र, प्रयाग, संवत् 2006.
7. विघालंकार, सत्यकेतु — प्राचीन भारतीय शासनव्यवस्था और राजशास्त्र, सरस्वती सदन, मसूरी, 1968.
8. सिन्हा विनोद एवं सिन्हा रेखा— प्राचीन भारतीय इतिहास एवं राजनैतिक चिन्तन, राधा पब्लिकेशन्स, दिल्ली, 1989
9. Altekar, A.S — State and Government in Ancient India, Motilal Banarsidass, Delhi, 2001.
10. Ghosal, U.N. — A History of Indian Political Ideas, Bombay,1959.
11. Jayaswal, K.P.— Hindu Polity, Bangalore, 1967.
12. Law, N. S.— Aspect of Ancient Indian Polity, Calcutta, 1960.
13. Maheshwari, S. R. — Local Government in India, Orient Longman, New Delhi,
14. Prasad, Beni — Theory of Government in Ancient India, Allahabad, 1968.
15. Saletore, B.A. — Ancient Indian Political Thought and Institutions, Bombay, 1963.
16. Sharma, R. S.— Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsidass, Delhi, 1996.
17. Sinha, K.N.— Sovernity in Ancient Indian Polity, London,1938.
18. Verma, V.P.— Studies in Hindu Political Thought and its Metaphysical Foundations, Delhi, 1954.

Additional Resources:

1. Arthashastra of Kautilya—(ed.) Kangale, R.P. Delhi, Motilal Banarasidas 1965

2 Atharvaveda samhita— (Trans.) R.T.H. Griffith, Banaras, 1896-97, rept.(2 Vols) 1968.

3 Mahabharata (7 Vols)— (Eng. Tr.) H.P. Shastri, London, 1952-59.

4 Manu's Code of Law—(ed. & trans.) : Olivelle, P. (A Critical Edition and Translation of the Mānava- Dharmaśāstra), OUP, New Delhi, 2006.

5 Ramayana of Valmiki — (Eng. Tr.) H.P. Shastri, London, 1952-59. (3 Vols)

6 Rgveda samhita (6 Vols)— (Eng. Tr.) H.H. Wilson, Bangalore Printing &Publishing Co., Bangalore, 1946.

7 Satapatha brahmana— (with Eng. trans. ed.) Jeet Ram Bhatt, Eastern (3 Vols) Book Linkers, Delhi, 2009.

8 अंगुतर निकाय (1—4 भाग) बनारसक्च1980

9 कौटिलीय अर्थशास्त्र —हिन्दी अनुवाद —उदयवीर शास्त्री, मेहरचन्द लछमनदास, दिल्ली,1968.

10 दीघनिकाय (1—2 भाग) सम्पा० जे० कश्यप बिहार, 1958

11 महाभारत (1—6 भाग) — हिन्दी अनुवाद सहित, (अनु०) रामनारायण दत्त शास्त्री पाण्डेय, गीताप्रेस, गोरखपुर.

12 मनुस्मृति (1—13 भाग) — (सम्पा० एवं व्या०) उर्मिला रुस्तगी, जे.पी. पब्लिशिंग हाउस, दिल्ली, 2005

13 शतपथब्राह्मण (1—5 भाग) (माध्यन्दिनीय शाखा) — सायणाचार्य एवं हरिस्वामी टीकासहित, दिल्ली, 1987.

14 शुक्रनीति — हिन्दी अनुवाद, ब्रह्मशंकर मिश्र, चौखम्बा संस्कृत सीरीज, वाराणसी, 1968.

15 श्रीमद्वाल्मीकिरामायण — हिन्दी अनुवाद सहित, (सम्पा०) जानकी नाथ शर्मा, (1 —2 भाग) गीताप्रेस, गोरखपुर.

[E] Teaching Learning Process:

While reading these sections students must be encouraged to connect their study of theory with contemporary issues in government, taxation and international diplomacy, particularly in India's neighbourhood. A case study based approach may be encouraged. News items, articles and opeds on foreign policy and governance issues must be studied as a part of the course and examination questions should require a thorough reading of these articles. Talks and lectures of scholars may be organised.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment :

Sr. No.	Structure of the question paper	Total Marks - 75
1.	4 long questions	4x 15 = 60
2.	2 short notes	2x 7.5 = 15
		Total Marks - 75

Internal assessment

1. Periodic tests from each unit; should have written and oral component including paper presentation and group discussion.
2. End semester test from the whole syllabus.
3. Project

[H] Keywords:

Indian Polity, king. Minister, taxation, forein affairs, diplomacy, law, courts

GE-8

Indian Epigraphy & Paleography (12135908)

[A] Course Objectives:

This course known as the Indian Epigraphy and Palaeography provides background and basis of Indian history of ancient period. Students with no knowledge of Sanskrit but interested in acquiring historical facts direct from their source can be benefitted with this course. It is extremely helpful for those who are willing to involve in archaeological studies.

This course provides basics covered in ancient Indian inscriptions. Some of the terminologies available in inscriptions are introduced here. Unit II of this section provides historical facts through the inscriptions.

It introduces background of the Indian epigraphical study. Importance of inscriptions on the basis of contents, their impact and reflections of society, economy, religious, political instances can also be understood here. It helps to understand about prevailing theories of the origin of the Brahmi script. Development of the letters of this script in different regions in a span of time is introduced. Their causes of change are also made clear to illustrate different forms in the script. Unit III provides the history of study of inscriptions in India. A number of Indian and foreign scholars made attempts in this field. Students are made aware about some prominent scholars who made valuable efforts in this field.

[B] Course Learning Outcomes:

Contents of this course are related to formation of history of ancient India, so it is an inter-disciplinary course within Sanskrit. Students of Sanskrit can understand how important role Sanskrit based inscriptions play in preparing history, and their knowledge of the language can help historians to make a perfect history, undoubtedly. Similarly students of History will find themselves on the positive ground and direct in touch with material related to history of ancient India.

[C] Contents for each course Total Credits 60

Unit: I **Credits 10**

1. Aśokan edicts & moral values:
a) Samāja b) Suśrūsā c) Ćikitsā
d) Stryadhyakṣamahāmātrā
2. Dhamma - according to Aśoka
3. Aśokan edicts administrative officers
a) rajjuka b) yukta c) dharma- mahāmātra
4. Welfare state: repair of dam, mati-saćiva, karma-saćiva in Junagadh Inscription of Rudradāman.

Unit: II **Credits 10**

1. Eraṇ Pillar Inscription:

Status of Samudragupta

2. Meharauli Iron Pillar Inscription of Ćandra:

- Reaction of sub-ordinate rulers after the death of Samudragupta
- Mighty Ćandragupta (II)

3. Influence of the Ćāhmāna ruler, Vīsaladeva as depicted in the Delhi-Topra Pillar Inscription

Unit: III **Credits 10**

1. Antiquity of writing in India
   a) Observations from foreign scholars
   b) Literary evidences
   c) Observations made by Indian Epigraphists.
2. Importance of the study of Inscriptions.
   a) Geographical description b) Historical evidences c) Society
   d) Religion
   e) Literature f) Economic Conditions g) Administration

Unit: IV **Credits 10**

1. Types of Inscriptions:
   a) Praśasti b) Religious
   c) Donations d) Grants
2. Writing material:
   a) Rocks b) Pillars c) Metal Plates d) Statues e) Pen, Brush, Chisel, Stylus, Paint/Colour

Unit: V

Origin of the Brāhmī Script
a) Foreign Origin b) Indian Origin
a.1. Greek origin a.2. Phoenician origin
b.1. Theory of South Indian Origin b.2. Theory of Aryan Origin.
Development of the script upto 700 A.D.
Varieties of the Brāhmī script.

Unit: VI

History of reading of Indian Inscriptions.
Contribution of Epigraphists: G.H. Ojha, Fleet, Princep, D.C. Sircar, Cunningham, Buhler.
System of dating and use of eras:
Vikram Era, Śaka Era, Gupta Era, Harśa Era.

[D] Suggested Books/Readings:

Compulsory Reading:

1. Bhandarkar, D.R., Aśoka (Hindi)
2. Buhler, G, On the origin of the Indian alphabet & numerals.
3. Dani, A. H, Indian Paleography

4. Ojha, G. H, Bhāratīya Prāćīna Lipimāla (Hindi)
5. Pandey, R.B, Aśoka ke Abhilekha (Hindi), Bhāratīya Purālipi (Hindi)
6. Rana, S.S., Bhāratīya Abhilekha
7. Sircar, D.C., Indian Epigraphy, Select Inscriptions (Part - I)
8. Upadhyay, V., Prāćīna Bhāratīya Abhilekha (Hindi)
9. Thapar, Romila, Asoka tathā Maurya Sāmrājya Ka Patana (Hindi)

Additional Resources:

1. Classical Age by Altekar, Majumdar, Sircar
2. श्रेण्य-युग (हिंदी अनुवाद) : अल्तेकर,मजुमदार, सरकार
3. Ashoka by D.C.Sircar
4. गुप्त-सम्राट और उनका काल : उदित नारायण राय

[E] Teaching Learning Process:

Teachers must help students to read the inscriptions in translation in the class.

They must highlight the historically significant elements.

They must refer to other relevant sources for the study of kings under study

Teachers may organize trips to places where inscriptions understudy are found.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment :

Sr. No.	Structure of the question paper	Total Marks 75
1.	Long questions	5 x 12 = 60
2.	Short notes	3 x 5 = 15

Internal Assessment

Study tours to local historical places; visit to the museums for broader understanding of artifacts; Group discussions at the very point of evidence/sites

Paper presentation/ essay writing

Tutorials

[H] Keywords:

Archaeology	dharma-mahamatra	kara-vishti
excavation	(sindhoh)saptamukhani	bali-shulka
writing material	margo-lokaviruddha	prashasti

GE-9
Computer Applications for Sanskrit
(12135909)

[A] Course Objectives:

This course will introduce the current research and development in Sanskrit computing. Primary emphasis will be on tools and techniques developed under government and private funding and to explore new technologies for Sanskrit. Special focus will be on e-learning and interacting tools, web application for Sanskrit, Unicode Devanagari typing tools and language computing. HTML will be taught for web application.

[B] Course Learning Outcomes:

The course-level learning outcomes that a student of this course is required to demonstrate are indicated below:

- Learn the basic Interactive Sanskrit Teaching Learning Tools.
- Learn the Basics of Multimedia, Web based tools development
- Working knowledge of HTML and web page development
- Working with Unicode Typing in Devanagari Scripts.
- Learn the Various Typing Tools and Software for Devanagari Unicode.
- Learn the Text preservation techniques and web publishing.
- Student also learn the Optical Character Reader (OCR), Applications of OCR for Sanskrit and Indian Languages, Tool and Techniques, Survey of the OCR.

[C] Contents Total Credits 60

Unit: I **12 Credits**

Interactive Sanskrit Teaching Learning Tools:

Interactive Sanskrit Learning Tools, Introduction, Why Interactive Tools for Sanskrit? E-learning, Basics of Multimedia, Web based tools development.

Unit: II **13 Credits**

Hypertext Markup Language (HTML):

Basics of HTML

Unit: III **12 Credits**

Standard for Indian Languages (Unicode)

Unicode Typing in Devanagari Scripts, Various Typing Tools and Software for Devanagari Script: Baraha, Google Input Tools, Google Assistant

Unit: IV **05 Credits**

Text Processing and Preservation Tools:

Text Processing, Preservation, Techniques, Text Processing and Preservation, Tools and Techniques

Unit: V **10 Credits**

Survey of Computational Applications for Sanskrit

Unit: VI **08 Credits**

Optical Character Reader:

Optical Character Reader (OCR), Applications of OCR for Sanskrit and Indian Languages, Tool and Techniques, Survey

Practical

[D] Suggested Books/Readings:

Compulsory Reading:

1. Bharti A., R. Sangal, V. Chaitanya, "NL, Complexity Theory and Logic" in Foundations of Software Technology and Theoretical Computer Science, Springer, 1990.
2. E-Content suggested by Teacher
3. Tools developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi, Delhi-110007 available at: http://sanskrit.du.ac.in
4. Basic concept and issues of multimedia: http://www.newagepublishers.com/samplechapter/001697.pdf
5. Content creation and E-learning in Indian languages: a model: http://eprints.rclis.org/7189/1/vijayakumarjk_01.pdf
6. HTML Tutorial - W3Schools: www.w3schools.com/html
7. The Unicode Consortium: http://unicode.org

Additional Resources:

1. http://baraha.com/v10/help/Keyboards/kan_phonetic.htm
2. https://www.google.co.in/inputtools/try/

[E] Teaching Learning Process:

Lecture based Teaching Learning on the Basics of Tools and Techniques of Computer Applications for Sanskrit, Data storage and publishing web application development in HTML and E-Learning tools will be covered in this course

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment :

Learning outcomes will be assessed using the following: oral and written examinations, problem-solving exercises, practical assignment, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; computerized adaptive testing, literature surveys and evaluations, outputs from collaborative work, portfolios on chemical activities undertaken etc.

Internal Assessment:

As an Internal Assessment the periodic tests from each unit; should have written and oral component including paper presentation and group discussion.

On the place of internal assessment, project on e-lexicon development, e-corpora creation, database for cultural heritage and search engine for Sanskrit text, digitizing Sanskrit text may be done for the testing the HTML, CSS and Database skill of the students.

Lab practice of the HTML, CSS and database must be done time to time

End semester test from the whole syllabus.

Sr. No.	Structure of the question paper for end semester examination	Marks
1.	**Five** long questions from the any five units	05 x 12 = 60
2.	**Two** short notes from the remaining unit	02 x 7.5 = 15
	Total	**75 marks**

[H] Keywords:

Basic Computer, Devanagari Typing in Unicode, HTML, Unicode, E-Learning, OCR etc.

GE-10
Individual, Family and Community in Indian Social Thought (12135910)

[A] Course Objectives:

This course will introduce to students Indian thoghts which enable a person to have a

balance and harmony in life and avoid conflict with the society.

[B] Course Learning Outcomes:

Students will learn about important ethical and philosophical issues concerning realtions between the individual and society. They will learn about the metaphysical background in which ethical solutions are offered.

It will also expose them to controversial social issues and allow them to develop the sensitivity required to handle social tensions.

This course will also help learners to develop a positive approach towards nature.

[C] Contents Total Credits 60

Unit: I **Credits 15**

Individual:

Idea of a person (Gītā 6/5) ; Functions of the indrīyas, buddhi, manas and the ātmā – (Gītā 3/42, 15/7, 15/9, 3/34, 2/58, 2/59, 3/6-7, 5/8, 2/ 64)
Three guṇas and their impact on the individual
(Gītā 14/5-13, 14/17, 3/36-38, 18/30-32,
Managing the mind-body mechanism according to the Gītā –
(i) yoga of action, (2/47-48, 3/8, 3/ 4, 3/19, 3/25)
(ii) yoga of bhakti – 7/1, 8/7, 9/14, 9/27, 12/11, 12/ 13-19) (iii)
yoga of knowledge, (4/38-39, 4/42, 18/63)
(iv) yoga of meditation (16/34, 16/12, 16/26, 16/25)

Unit: II **Credits 10**

Individual:

Saṁskāras – Growth of the individual in society (From : Importance of saṁskāras in Hindu Saṁskāra by Rajabali Pandey)
Aim of life: Four Puruṣārtha

Unit: III **Credits 15**

Family

Joint family (Sāmanasyam Sūkta – Atharvaveda 3/30)
Symbolism in marriage rituals
Reference:
(i) (Chapter 9, Hindu Saṁskāra – Rajabali Pandey, III Edition, 1978)
Sītā's banishment in the Vālīmiki Rāmāyaṇa
Reference:

(i) (www.sanskritdocuments.org Yuddha-kanda Sarga 102, verses 21 to 36 ; sarga 103 ; Uttara kāṇda sarga 44 and 47

(ii) Kishwar Madhu : Yes to Sita, No to Ram (http://www.infinityfoundation.com/mandala/s_es/s_es_kishw_sitaram_frameset.htm)

Unit: IV

Community: **Credits 8**

Functioning of community bodies (samvid vyatikrama / samaya-anapakarma);

Reference : (i) History of Dharma śāstra Vol. II (ii) Dharmakoṣa Vyavahāra kāṇda (Vivādapadāni)

Unit: V **Credits 8**

Harmony between man and nature in Sanskrit literature (with special reference to Kālidāsa)

Unit: VI **Credits 4**

Dāna, iṣṭa-āpurta , pañca mahāyajña

[D] Suggested Books/Readings:

Compulsory Reading:

1. Kāne PV : History of Dharma Śāstra, Bhandarkar Oriental Research Institute, Pune
2. Pandey Rajbali: Hindu, Samskara, Motilal Banarasi Das, Delhi
3. काणे पांडुरंग वामन – धर्मशास्त्र का इतिहास, अनुवादक अर्जुन चौcs काश्यप, उत्तर प्रदेश हिंदी संस्थान
4. पाण्डेय राजबलि – हिन्दू संस्कार – चौखम्बा विद्याभवन, वाराणसी 1978
5. जोशी लक्ष्मण शास्त्री – धर्मकोष, व्यवहारकाण्ड, विवादपदानि (प्रथम भाग) प्राज्ञ पाठशाला, वाई, सतारा, महाराष्ट्र

Additional Resources:

[E] Teaching Learning Process:

1. Students shall read the relevant sections in translation in advance
2. Teachers shall explain the principal points from the text
3. They shall pose issues for discussion and monitor group discussions
4. Debates within the class around issues can be organized
5. Students and teachers shall take into view current social problems and views while discussing their texts.
6. The purpose is to enable students to develop healthy views in consonance with our constitutional values.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3

Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment :

Sr. No.	Sructure of the question paper	Marks
1.	Long critical questions	4 x 15 = 60
2.	Short notes	2 x 7.5 = 15
	Total Marks =	**75**

[H] Keywords:

Familiy, Indvisulas, Social Issues etc.

GE-11

Nationalism and Indian Literature (12135911)

[A] Course Objectives:

The aim of this course is to make the students acquainted with the broad streams of Indian Nationalistic trends as propounded in the ancient, classical and modern Sanskrit literature.The course tries to highlight the struggle of Indian people against colonialism in nineteenth century by focusing the nationalistic ideologies of prominent national leaders with special reference to Mahatma Gandhi on the basis of modern Sanskrit works.The course also focuses the nationalistic thought of modern Sanskrit, Hindi and Urdu poetry. This course will provide opportunity to understand basic features of Indian political thoughts propounded by our ancestors and modern thinkers, and hence students will be able to analyze them in present global perspective. National pride is always related with the glory of national ideas.

[B] Course Learning Outcomes:

After completing this course, students will realize about the importance of Nation in their upbringing. They will have admiration for their Nation and will like to know more and more about the National heritage. Socio-Religious Nationalist thoughts of our seers, freedom fighters, and modern thinkers will give them wider vision to understand Nationalism. The study of important and famous poems of Sanskrit, Hindi, and Urdu poets will create new interest and social harmony in students.

2.2. Content **Total Credits 60**

Unit: I **Credits 4**

Concepts and Basic Features of Indian Nationalism:

Definition of Indian Nation, Nature and Elements

Meaning of Nation, Definitions in the light of Modern Political Science; Western Concept of Nation, Origin and Development of Nationalism in West; Constituent Elements of Nation; Different views regarding Nation and State; Indian Concept of Nation, Meaning, Etymology and Fundamental Elements in the light of Sanskrit Literature

Unit: II Credits 6

Definition of Nationality, Nature and National Symbols:

Meaning of Nationality, Definitions and Constituent Elements of Nationality; Essential Factors of Nationality: 1. National Integration, 2. Patriotism, 3. Freedom, 4. Religious Tolerance, 5. National Pride, 6. National Consciousness, 7. Citizenship.

National Symbols of India : 1. National Anthem-'Jana Gaṇa Mana' 2. National Song 'Vande Mātaram' 3..National Flag of India, 4. National Emblem 'Ashok Chakra'.

Unit: III **Credits 10**

Origin, Development and Concept of ' Rāṣṭra' in Sanskrit Literature; Concept and Nature of Vedic 'Rāṣṭra' (Atharvaveda,11.9.17;12.1,1-12; Sukla-Yajurveda, 22.22); Five Elements of Vedic 'Rāṣṭra' (Atharvaveda,12.1,1); Coronation Ceremony of Vedic

King and its relation with Nation State 'Rāṣṭra' Śatapathabrāhmaṇa, 51.1.8-13; 9.4.1.1-5);' Rāṣṭra' in the Context of 'Saptāñga' Theory of State (Kautilya's Arthaśāstra,6.1,Mahābhārata, Śāntiparva, 56.5, Śukranīti,1.61-62)

Unit: IV **Credits 6**

Name, Geography and Features of 'Bhāratavarṣa' in Sanskrit Literature; Different Views regarding Name of 'Bhāratavarṣa' in Vedic and Paurāṇika Literature; Geography and Salient Features of 'Bhāratavarṣa' in Viṣṇu Purāṇa (2.3); Diversity and Geographical Unity of 'Bhāratavarṣa' (Vālmīki Rāmāyaṇa, Kiṣkindhākāṇḍa, chapters-46,47,48; Raghuvaṁśa of Kalidasa (fourth canto).

Unit: V **Credits 14**

Rise of Indian Nationalism and Modern Indian Literature

Rise of Indian Nationalism and Freedom Struggle Movement : Major Factors which led to the Rise of Nationalist Sentiments in Modern Period with special reference to: 1.Western thought and education, 2.Rediscovery of India's past, 3. Socio-religious reform movements, 4. Impact of contemporary National movements worldwide. Socio-Religious Nationalist thoughts of: 1.Swami Dayanand Saraswati, 2. Swami Vivekanand, 3. Bankim Chandra Chatopadhyay, 4.Mahatma Gandhi,5. Dr.B.R.Ambedkar and 6.Vir Savarker. Freedom struggle movement and relevance of Gandhian thought in modern period with special reference to 'Grāma Svarāja',Satyāgraha','Ahiṁsā' and 'Svadeśī' movement.

Unit: VI **Credits 20**

Nationalism in Sanskrit Literature and Modern Indian Poetry

Nationalist Trends of Modern Sanskrit Literature with special reference to: 1.'Satyāgrahagītā' of Panditā Kṣamārāva;

2. 'Bhāratavijayanāṭakam' of Mathura Prashad Dikshita; 3.'Gāndhīcaritam'of Charudeva Shastri; 4.'Srisvāmivivekānandacaritam' of Tryambaka Sharma Bhandarkar. (Ref. Book : Tiwari, Shashi, Rashtriyata evam Bharatiya Sahitya, pp.113-139)

Nationalistic thought in Modern Hindi Poetry: 1. Bhartendu Harishchandra, 2. Ramdhari Singh 'Dinkar', 3. Jayashankar Prashad, 4. Maithili Sharan Gupta, 5. Makhanlal Chaturvedi, 6. Subhadra Kumari Chauhan. (Ref. Book : Tiwari, Shashi, Rashtriyata evam Bharatiya Sahitya,pp.140-219)

[D] Suggested Books/Readings:

Compulsory Reading:

1. कपूर,अनूप चन्द,राजनीतिविज्ञान के सिद्धान्त, प्रीमियर पब्लिशिंग हाउस,दिल्ली, *1967.*

2 गोस्वामी, योगेन्द्र (सम्पा०),राष्ट्रीय एकता और भारतीय साहित्य, काशी अधिवेशन स्मृति ग्रन्थ, 2001.

3 टंडन, कुमुद,महात्मागांधीपरक संस्कृत काव्य, ईस्टर्न बुक लिंकर्स, दिल्ली, *1991.*

4 तिवारी, शशि,राष्ट्रीयता एवं भारतीय साहित्य, विद्यानिधि प्रकाशन, दिल्ली, 2007.

5 तिवारी, शशि, संस्कृत साहित्य में राष्ट्रवाद और भारतीय राजशास्त्र, विद्यानिधि प्रकाशन, दिल्ली, 2013.

6 दीक्षित, हरिनारायण ,संस्कृत साहित्य में राष्ट्रिय भावना, ईस्टर्न बुक लिंकर्स, दिल्ली, 2006.

7 Pradhan, R,*Raj to Swaraj*, Macmillan, New Delhi, 2008.

8 Sharma, J. ,*Hindutva: Exploring the Idea of Hindu Nationalism*, Penguin, 2003

9 Shukla, Hira lal, Modern Sanskrit Literature, Delhi, 2002

[E] Teaching Learning Process:

Techers shall encourage students to read their prescribed texts in advance

Teachers shall discuss and explain the contents of the text in class

They shall involve students in discussion and debate in the class

Students shall memorize Sanskrit verses and Hindi and Urdu poetry relevant to the syllabus; they may be encouraged to read and study works not prescribed here.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment :

Sr. No.	Structure of the question paper –	**Total marks 75**
1.	Long questions	4 x 15 = 60
2.	Short questions	2 x 7.5 = 15

Total marks 75

[H] Keywords:

Nation, Naitionalism, Rashtra, Bharatavarsha

GE-12
Indian Architectural System
(12135912)

[A] Course Objectives:

This course aims to get the students acquainted with the basic principles of Indian. Architecture. It also intends to give an elementary understanding of Vastuvidya, and to enable students to learn the town planning and construction of residential houses in Sanskrit texts on Vastu.

[B] Course Learning Outcomes:

This section deals with the fundamental principles of the science of Architecture (Vastushastra). The students will become aware of the synchronization of five elements (Mahabhutas) in constructions.

[C] Contents Credits 60

Unit: I **Credits 10**

Importance of Architecture:

The fundamental truth in mind that Brahma, before creating the world, created

Visnu. Visvakarma is the heavenly Architect भोज - समराङ्गणसूत्रधार (विश्वकर्मण: पुत्रसंवाद-2- 1to 6),

प्रश्नाध्याय (1-8) = 14

पञ्चमहाभूतों की सृष्टि - भोज - समराङ्गणसूत्रधार

(महदादिसर्ग4- 4 to 19 & 28 to 37) = 24 verses

Man in the Company of Gods भोज - समराङ्गणसूत्रधार (सहदेवाधिकार: 6- 1 to 5) = 05 verses

भोज - समराङ्गणसूत्रधार (44th Chapter) = 22 verses वर्णाश्रम धर्म और गृहस्थ आश्रम की महत्ता –(वास्तुरत्नाकर - भूपरिग्रहप्रकर[4 to 8)= 04 verses गृहनिर्माण का महत्त्व – वास्तुरत्नाकर –(भूपरिग्रहप्रकरण9 to 11)= 03 verses

Unit: II **Credits 10**

Types of Architecture

वास्तुपुरुष का स्वरूप –(बृहत्संहिता - वास्तुविद्याध्याय 2 to 3) = 02 verses रचना के आधार पर वास्तु के प्रकार - सर्वतोभद्र। नन्द्यावर्त। वर्धमान। स्वस्तिक। रुचक। हिरण्य और त्रिशाल (बृहत्संहिता – वास्तुविद्याध्याय 31 to 38)

भूमि के प्लवत्व के आधार पर वास्तु के प्रकार - पितामहवास्तु। सुपथवास्तु। दीर्घायु वास्तु। पुण्यकवास्तु। अपथवास्तु। रोगकरवास्तु। अर्गलावास्तु (बृहद्वास्तुमाला1 – 47-53)

Unit: III

Selection of land and Construction

भूमिचयन व भूमिपरीक्षा –(बृहद्वास्तुमाला 1 – 13 to 17)
भूमि के लक्षण –(बृहद्वास्तुमाला1 – 27, 28, 29 & 32)
भूमि के प्रकार - गजपृष्ठ। कूर्मपृष्ठ। दैत्यपृष्ठ व नागपृष्ठ (बृहद्वास्तुमाला 1 – 82 to 89)
भूमि के प्लवत्वानुसार नामकरण - गोवीथी। जलवीथी। यमवीथी। गजवीथी। भूतवीथी। नागवीथी। वैश्वानरी और धनवीथी (बृहद्वास्तुमाला 1 – 41-46) = 07verses प्रशस्त भूमि –(बृहद्वास्तुमाला1 – 61-68 & 77-79) = 11 versesवासयोग्यभूमि – (बृहद्वास्तुमाला1 – 93) & (बृहत्संहिता - वास्तुविद्याध्याय- 88) = 02 versesजीवितभूमि का ज्ञान –(बृहद्वास्तुमाला 1 – 99-101)

Unit: IV

भूमिसंशोधन –(बृहद्वास्तुमाला1 – 106-111) = 06 verses गृहारम्भ - भूमिपूजा (बृहद्वास्तुमाला1 – 116-117), प्रथम विधान –(बृहत्संहिता - वास्तुविद्याध्याय98 to 100)
शिलान्यासविधि –(बृहद्वास्तुमाला 1 – 124), स्तम्भस्थापन –(बृहद्वास्तुमाला 1 – 125- 127), ग्राह्य व त्याज्य काष्ठ – (बृहद्वास्तुमाला 1 – 130-139), गृहविभाग –(बृहद्वास्तुमाला 1 – 150-156), दिक्ज्ञान –(बृहद्वास्तुमाला 2 – 7-10), वास्तुनिवेशन व कालशुद्धि –(बृहद्वास्तुमाला 3 – 46 -50, 65-73), द्वारनिर्णय –(बृहद्वास्तुमाला 3 – 149, 152 – 158 & 162-166),

Unit V
Decoration of House

द्वारसज्जा –(बृहद्वास्तुमाला 3– 159। निषिद्ध आलेख्यकर्म –(बृहद्वास्तुमाला 5-8, पशुगृहनिर्माण –(बृहद्वास्तुमाला 5-1 तक 2. ग्राह्य व निषिद्ध वृक्ष –(बृहद्वास्तुमाला 5-12 तक 20-24-25. जलयन्त्रनिर्माण –(बृहद्वास्तुमाला 5– 35- 39, कूपनिर्माण – (बृहद्वास्तुमाला 5– 115 माङ्गलिक वृक्षारोपण –(बृहद्वास्तुमाला 6– 3 तक 5। 12, प्रवेशकालिक गृह का स्वरूप –(बृहत्संहिता - वास्तुविद्याध्याय 66, 124 & 125)

Unit: VI **Credits 10**

Sanskrit works on Architecture – Artha shastra (Janapada sannivesha), Maansaara, Samarangan sutra dhara, Puranas, Mayamatam, Manasollasa, Vasturatnakara
Period, authorship, contents –analysis

[D] Suggested Books/Readings:

Compulsory Reading:

1. बृहद्वास्तुमाला रामनिहोरद्विवेदी द्वारा संगृहीत तथा हिन्दी भाषा में अनूदित। ब्रह्मानन्द पं० - त्रिपाठी द्वारा संशोधित व सम्पादित।चौखम्बा सुरभारती प्रकाशन। वाराणसी। १९८७
2. वास्तुरत्नाकर (अहिबलचक्र सहित श्री विन्ध्येश्वरी प्रसाद द्विवेदी। चौखम्बा संस्कृत सीरीज ऑफिस - वाराणसी। १९९७
3. बृहत्संहिता श्री अच्युतानन्द झा। चौखम्बा विद्याभवन। पं० - आचार्य वराहमिहिर। व्याख्याकार - वाराणसी। १९८३
4. समराङ्गणसूत्रधारश्री भोजदेव कृत - :, (in two vols.), Edited with English Introduction by Prof. Pushpendra Kumar, New Bharatiya Book Corporation, 2004
5. Brhāt Saṁhitā – Varāhamihir, (in two vols.) Edited with English Translation by M. Ramakrishna Bhat, Motilal Banarasidass, Delhi, 1995

6. Shukla, D.N. – Vāstu-śāstra, Hindu Science of Architecture (in two vols.), Shukla Printing Press, Lucknow, 1960
7. An Encyclopaedia of Hindu Architecture, 615-59. Vol. VII. Mansara Series VII. Oxford University Press, 1946.
8. शुक्ल। द्विजेन्द्रनाथ भारतीय वास्तुशास्त्र और प्रतिमा विज्ञान। लखनऊ। १९६७ -
9. चतुर्वेदी। शुकदेव भारतीय वास्तुशास्त्र -(वर्तमान सन्दर्भ में समग्र परिशीलन
10. श्री लालबहादुरशास्त्री राष्ट्रीय संस्कृत विद्यापीठ ग्रन्थमाला। पुष्प॥ ६६। नई दिल्ली। २००४

[E] Teaching Learning Process:

Since this course is meant for students from disciplnes other than Sanskrit, teachers shall explain the texts in the class in detail.
Teachers shall use digital resources like PPTs
Students shall be encouraged to write their assignments regularly.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment :

Sr. No.	Structure of the question paper – Total Marks 75	
1.	Long questions	4 x 12 = 48
2.	Short questions	2 x 6 = 12
3.	Notes	3 x 5 = 15
		Total Marks 75

Internal Assessment Oral and written examinations, closed-book and open-book tests; problem-solving exercises, practical assignment, observation of practical skills, individual project reports, seminar presentation; viva-voce exams

[H] Keywords:

Architecture, Selection of land and Construction, Decoration of House etc.

Ability Enhancement Elective Course (AEEC)
(Any Two)
Skill Based
B.A. (Hons) Sanskrit

Semester: III/IV

AEEC-1 **Acting & Script Writing**	**AEEC -2** **Reading skills in Brāhmī Scripts**
AEEC-3 **Machine Translation: Tools and Techniques**	**AEEC-4** **Evolution of Indian scripts**
AEEC-5 **Sanskrit Meters and Music**	

AEEC-1
Acting and Script Writing
(12133901)

Max. Marks : (75+ 25 = 100) **Credits : Lectures 24+ Tutorials 12**

[A] Course Objectives:

The acting is connected with the practical aspects of the play works. It portrays a close relationship of the scriptwriter with the society he lives in. This paper aims at teaching the theoretical aspects of this art. The practice of composition and performance of drama can further enhance one's natural talent. This paper deals with the rules of performance of play (acting) and dramatic composition (script writing) and aims at sharpening the dramatic talent of the students.

[B] Course Learning Outcomes:

After studying this course the students will be able to know about the performance aspect of the arts in Indian context. They will learn the skills of developing a story or an incident into writing of the script of the play. The Students will also be inspired and encouraged to prepare the scripts as well as perform it on the stage.

[C] Contents:

Unit: I **Acting** **Credit : 04**

a. Persons competent for presentation (acting) : kuśala (skilful), vidagdha (learned), pragalbha (bold in speech), jitaśramī (inured to hard-work).

b. Lokadharmī and Nātyadharmī Abhinaya.

c. Nāṭya-prayoktā-gaṇa (members of theatrical group) : sūtradhāra (director), nāṭyakāra (playwrighter), naṭa (actor) kuśīlava(musician), bharata, nartaka (dancer), vidūṣaka (jester) etc.

Unit: II **Definition ,Assignment and Kinds of Roles** **Credits : 04**

i. Assignment of role :
   a. general principles of distribution
   b. role of minor characters
   c. role of women characters
   d. special cases of assigning of role

ii. kinds of roles:
   a. anurūpa (natural), virūpa (unnatural), rūpānusariṇī (imitative)
   b. Definition of abhinaya and its types:
      - Āṅgika (gestures): aṅga, upāṅga and pratyaṅga

- Vācika(oral): svara, sthāna, varṇa, kāku, bhāṣā .
- Sāttvika (representation of the Involuntary gestures)
- Āhārya: pusta, alaṅkāra, aṇgaracanā, sañjiva (dresses and make-up)

Unit: III **Types and Nature of Plot** **Credits : 04**

a. Types of dramatic production: sukumāra (delicate), āviddha (energetic).
b. Nature of plot (vastu):
   - Ādhikārika (principal),
   - Prāsaṅgika (subsidiary),
   - Dṛsya (presentable),
   - Sūchya (restricted scenes

Unit: IV **Development of plot** **Credits : 04**

i. Division of Plot
   a. Source of plot:
      - Prakhyāta (legendary), Utpādya (invented), Miśra (mixed);
   b. Objectives of plot-
      - Kārya (dharma, artha, kāma);
   c. Elements of plot-
      - Five kinds of Arthaprakṛtis (caustations),
      - Kāryāvasthā (stages of the action of actor);
      - Sandhi (junctures) and their sub-divisions (segments)
   d. Five kinds of Arthopakṣepaka (interludes);

Unit: V **Dialogue writing** **Credits: 04**

a. kinds of saṁvāda(dialogue)
   - Sarvaśrāvya or Prakāśa (aloud)
   - Aśrāvya or Svagata (aside)
   - Niyataśrāvya :
     -Janāntika (personal address), Apavārita (confidential)
   - Ākāśabhāṣita (conversation with imaginary person).

Unit: VI **Arrangement of a play and analysis of** Abhijñānaśākuntalam **Credits :04**

i. **Arrangement of a play**
- Duration of play
- Three Unities : Time, Actions and place.

ii. Starting of a play :
- Pūrvaraṅga
  -Raṅgadvāra,
  - Nāndī,
  - Prastāvanā,
  - Prarocanā.

iii. Analysis of acting, plot and dialogue in the context of Abhijñānaśākuntalam.

[D] Suggested Books/Readings:

1. Ghosh, M.M.: *Nāṭyaśāstra* , Bharata, vol-1, Manisha Granthalaya, Calcutta, 1967. Hass, The Daśarūpaka : A Treatise on Hindu Dramaturgy, Columbia University, NewYork , 1912.
2. Adyarangachrya*, Introduction to Bharata's Nāṭyaśāstra*, Popular Prakashan Bombay, 1966.
3. मीरा द्विवेदी , *संस्कृत नाट्य : अभिनय एवं पटकथा लेखन,* परिमल पब्लिकेशन्स,दिल्ली,2018
4. द्विवेदी,हजारी प्रसाद, *नाट्यशास्त्र की भारतीय परंपरा और दशरूपक*, राजकमल प्रकाशन दिल्ली,1963.

Additional Resources:

1. सीताराम, झा, *नाटक और रंगमंच*, बिहार राष्ट्रभाषा परिषद्, पटना, 1981.
2. राधावल्लभ, त्रिपाठी, *भारतीय नाट्यः स्वरूप और परंपरा*, हरिसिंह गौर विश्वविघालय, सागर, 1988.
3. वाचस्पति, गैरोला — *भारतीय नाट्यपरम्परा और अभिनयदर्पण*, इलाहाबाद, 1967.
4. त्रिपाठी, राधावल्लभ, *भारतीय नाट्यशास्त्र की परम्परा और विश्व रंगमंच*, प्रतिभा प्रकाशन, दिल्ली,1999.

[E] Teaching Learning Process

1 The specific terminology will be explained unit-wise.
2 The terminology will be applied with regard to the drama of Abhijñānaśākuntalam and explained with the contents thereof.
3 Students will exercise creating dramatic plots of contemporary events.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2

Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G]	**Assessment :**			
	I.		**Basic Structure of Question Paper & Division of Marks**	**75**
		i	Long Questions -03 (All Units)	03x 10 = 30
		ii.	Short notes- 05 (All Units)	05 x 5 = 25
		iii.	Short Answer Type Questions -10(Limit1-2Lines) (from all Units)	13 x 1 = 13
		iv.	Sanskrit Question-1	7
	II		**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**25**

[H] Keywords :

Drama, Role, Acting, **Dialogue** Abhijñānaśākuntalam ,etc.

AEEC-2
Reading skills in Brāhmī Scripts
(12133902)

Max. Marks : (75+ 25 = 100) **Credits : Lectures 24+ Tutorials 12**

[A] Course Objectives:

Course of Epigraphy & script is an inter-disciplinary course within Sanskrit. The Brahmi script used in Indian inscriptions was developed into all modern Indian scripts like Tamil, Malayalam, Oriya, Bangali, Gurmukhi, among others. Study of inscriptions written mostly in Sanskrit languages, helps in preparation of ancient history.

It will provide introduction to the earlier forms of the Brahmi script, found in the Ashokan epigraphs, widely used all over India. Writing style, writing material and method of writing which led to variations and transformation in the Brahmi script will be studied to helps students to interpret the causes that paved way to changes in it in different times and places. Students will acquaint with earlier examples of variations in the Brahmi script which developed into modern Indian scripts. More-over most of the South-East Asian countries also have a clear impact of the developed form of the Brahmi script, especially of the Grantha form of it.

[B] Course Learning Outcomes:

This course is helpful for students to investigate how actually Brahmi script developed and transformed into a wide variety at a time when mode and means of transport and communication were extremely slow. After acquiring knowledge of its variation, it will certainly be helpful in ascertaining to understand period of an inscription whose date is uncertain.This course is highly helpful for the students willing to adopt archaeology as their occupation with a background of Sanskrit.

[C] Contents:

Unit: I **Credits:04**

Early Brāhmī alphabet - Aśokan period

Unit: II **Credits : 04**

Translation to variations - upto 4th century C.E.

Unit: III **Credits : 04**

North Indian

Unit: IV **Credits : 04**

South Indian

Unit: V **Credits: 04**

East Indian

Unit: VI **Credits : 04**

West Indian, Vakatak Variety

[D] Suggested Books/Readings:

1. Dani, A.H. : Indian Paleography, 1963
2. Upasak, C.S. : History & Paleography of Mauryan Brāhmī Script, 1960
3. Verma, T.P. : Paleography of Brāhmī script in North India, 1971
4. ओझा, गौ. ही. : भारतीय प्राचीन लिपिमाला
5. पाण्डेय, राजबली : अशोक के अभिलेख, 1967

[E] Teaching Learning Process

1. Teachers are supposed to illustrate variations of the Brahmi script through different charts. These charts are easily available in the books written by Buhler and G.H.Ojha. Students should be taken to the museums, as such charts are available there.
2. The kutila variety may also be introduced to the students as it paved way for different styles especially in North India.
3. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3

Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment :

II.	**Basic Structure of Question Paper & Division of Marks**	**75**	
i	Long Questions -03 (All Units)	03x 10	= 30
ii.	Short notes- 05(All Units)	05 x 5	= 25
iii.	Short Answer Type Questions -13(Limit1-2Lines) (from all Units)	13x 1	= 13
iv.	Sanskrit Question-1	7	
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**25**	

[H] Keywords :

sign, symbol, pictograph, ideo-pictography, hieroglyphics, boustrophen script. etc.

AEEC-3
Machine Translation: Tools and Techniques
(12133903)

Max. Marks : (75+ 25 = 100) **Credits : Lectures 24+ Tutorials 12**

[A] Course Objectives:

This course will introduce the theory and practice of computer based translations and expose the students to the internal processes and inter module interactions in a typical Machine Translation (MT) system

[B] Course Learning Outcomes:

The course-level learning outcomes that a student of this course will be able to demonstrate are indicated below:

- Learn the origin and Development of Machine Translation
- Basic Introduction of Machine Translation
- Human vs Machine Translation
- Concepts to ideal various methodologies used on Machine Translation System.
- Using guidelines of the Machine Translation system : Google and Bing
- Evaluation and Challenges in Machine Translation

[C] Contents:

Unit: I **Theoretical Concepts of Machine Translation:** **Credits : 04**

- Human vs Computer translation of languages.
- Basics of Machine Translation
- Tools and Techniques of Machine TranslationSource vs Target Language

Unit: II **Survey of Machine Translation:** **Credits : 04**

- Survey of Machine Translation Systems
- List of Major MT System for Indian Languages: Google Translate, Bing by Microsoft.
- List of research laboratories for machine translation

Unit: III **Credits : 04**

MT System for Indian Languages:

- List of Major MT System for Indian Languages: Google Translate, Bing by Microsoft.
- List of research laboratories for machine translation.

Unit: IV Machine Translation (MT) Approaches **Credits : 04**

- Rule Base MT
- Transfer-based,
- Interlingual and Dictionary Based
- Statistical MT
- Example Based MT
- Hybrid MT

Unit: V **Evaluation of MT:** **Credits: 04**

Unit: VI Challenges in Machine Translation: Ambiguity and Acceptability **Credits : 04**

[D] Suggested Books/Readings:

Compulsory Reading:

1. Chandra, Subhash मशीनी अनुवाद (Machine Translation) यूजीसी सीबीसीएस स्कीम के तहत बीए (संस्कृत) के एईईसी (AEEC)-3 के पाठ्यक्रम पर आधारित. Vidyanidhi Prakashana, New Delhi, India, ISBN: 9789385539527.
2. Sergei Nirenburg, H. L. Somers, Readings in Machine Translation, MIT Press (MA)
3. Philipp Koehn, Statistical Machine Translation, Cambridge University Press.
4. Sergei Nirenburg, Jaime Carbonell, Masaru Tomita, Editors: Kenneth Goodman, Machine Translation: A Knowledge-Based Approach, Morgan Kaufmann Publishers Inc. San Francisco, CA, USA, 1994
5. Amba Kulkarli, Machine translation activities in India: A survey, In proceedings of workshop on survey on Research and Development of Machine Translation in Asian Countries, Thailand, May 13-14, 2002.

Additional Resources:

1. Chandra, Subhash and Jha, GN. Computer Processing of Nominal Inflections in Sanskrit: Methods and Implementations, CSP, UK, 2012.
2. Dan Jurafsky, James H. Martin, 2000, Speech and Natural Language Processing, Prentice Hall.
3. Sanskrit Computational Linguistics symposium 1-2: Springer Verlag LNCS 5402 G Huet, A Kulkarni and P Scharf (eds), Proceedings of the 1st and 2nd International Symposium, 2009.
4. Sanskrit Computational Linguistics symposium 3: Springer Verlag LNCS 5406 A Kulkarni, G Huet (eds), Proceedings of the 3rd International Symposium, Jan 15 - 17, 2009, Hyderabad.
5. Grishman, R., Computational Linguistics: An introduction, Cambridge University Press, 1986.
6. Sergei Nirenburg, Harold L. Somers and Yorick A. Wilks, "Readings in Machine Translation" MIT Press. 2003.

[E] Teaching Learning Process

A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, substantial laboratory-based practical component and experiments in this course, open-ended project work, games, technology-enabled learning, etc. will need to be adopted to achieve this.

Lecture based Teaching Learning on the Basics of Machine Translation, Detailed Survey of MT tools and Techniques for Background will be covered in this course.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment :

II.		**Basic Structure of Question Paper & Division of Marks**	**75**
	i	Long Questions -03 (All Units)	03x 10 = 30
	ii.	Short notes- 05(All Units)	05 x 5 = 25
	iii.	Short Answer Type Questions -13(Limit1-2Lines) (from all Units)	13x 1 = 13
	iv.	Sanskrit Question-1	7
II		**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**25**

[H] Keywords :

E-Learning, Multimedia based Learning, Web based Learning, Online Learning etc.

AEEC-4
Evolution of Indian scripts
(12133904)

Max. Marks : (75+ 25 = 100) **Credits : Lectures 24 + Tutorials 12**

[A] Course Objectives:

This course aims to acquaint students with the myth that Indians lacked knowledge of writing in ancient period. Available sources suggest that writing was mostly practiced on parishable material, so limited evidences are available to prove that practice of writing in India was widely known. Despite that Indians had relation with foreign countries there was a sleek chance that they borrowed any scripts from them.

A script develops from various types of symbols used to express writing. Indus valley script, a picto-ideographic script may have been developed as a grammatically perfect script in India. This section suggests to undergo research in linking proto Indian & ancient Indian Brahmi and Kharoshthi scripts.

Impact of time and space led the Brahmi to undergo variations. Their causes in changes in writing will be studied.

[B] Course Learning Outcomes:

Students willing to engage in archaeology can be enlightened about the importance and background of written material and utilize it in future.

Study of scripts are useful to evaluate and understand believes of prevailing contemporary multiple contents. After undergoing this course Students will be able utilize relevant information to develop capability to fix a date of an unknown writing, incidents, etc., with co-relating it to the available similar writing, and somewhat continuing incidents. Thus, it becomes helpful and useful for the students who are interested in pursuing advance study in archaeology.

[C] Contents:

Unit: I Introduction to script **Credit : 06**

- Antiquity of writing in India
- Sign & symbols - pre-scripts

Unit: II
- Early Brāhmī and Kharoshthi Scripts **Credits : 04**

Unit: III **Credits : 04**
- Indus Valley script - Introduction

Unit: IV Types/Kinds of the Brāhmī script by 400 A.D. **Credits : 02**

Unit: V

- Transition to early modern Indian scripts **Credits: 04**
- Causes of variation in the Brāhmī script **Credits : 04**

[D] Suggested Books/Readings:

Compulsory Reading:

1. Buhler, G. : Indian Paleography, 1959
   i. : On the origin of the Indian alphabet & numerals
2. Burnell, A.C. : Elements of South Indian Paleography, 1878.
3. Dani, A.H. : Indian Paleography, 1963
4. Verma, T.P. : Paleography of Brāhmī script in North India, 1971.

Additional Resources:.

1. गौ .ही .ओझा :भारतीय प्राचीन लिपिमाला
2. राजबली पाण्डेय : अशोक के अभिलेख, 1967
3. Diringer, David : The Alphabet (Reprint) 1962
4. Gelb, I. J. : A study of writing, 1963
5. Sircar, D.C. : Indian Epigraphy, 1965
6. Upasak, C.S. : History & Paleography of Mauryan Brāhmī script, 1960

[E] Teaching Learning Process

1. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer learning ,Group discussion, paper presentation, practicum and project-based learning, field-based learning in this course.
2. Visits to the museums for direct interaction with the script through charts will also be useful.
3. Teachers should explain terminology used and or related to the inscriptions. Merely translating language is unjust to the students and the subject. It is more useful to take students to the historically important sites, especially related to the inscriptions under-study.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment :

I.		**Basic Structure of Question Paper & Division of Marks**	**75**
	i	Long Questions -03 (All Units)	03x 10 = 30
	ii.	Short notes- 05(All Units)	05 x 5 = 25
	iii.	Short Answer Type Questions -13(Limit1-2Lines) (from all Units)	13x 1 = 13
	iv.	Sanskrit Question-1	7
II		**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**25**

[H] Keywords :

Bāṇa, Kadambari, Śukanāsopadeśa, Daṇḍin, Dashakumarcharit, Viśrutacaritam, Subandhu, Ambikādatta, Hitopadeśa, Vetālapañcaviṁśatikā, Siṁhāsanadvātriṁśikā, Puruṣaparīkṣā, Śukasaptati etc.

AEEC-5
Sanskrit Meter and Music
(12133905)

Max. Marks : (75+ 25 = 100) **Credits : Lectures 24+ Tutorials 12**

[A] Course Objectives:

The objective of this course is to equip the student with the knowledge of Sanskrit meters and their lyrical techniques. Students will get the complete information regarding the selected Vedic and Classical meters with their lyrical techniques. To inculcate capability enhancement in the students to co-relate with other texts in their course and to write meters of their own.

[B] Course Learning Outcomes:

After studying this course the students will be able to understand the origin and development of Indian Prosody and various conceptual elements of Sanskrit classical meters. They will be able to apply their knowledge in other Sanskrit courses like classical Sanskrit drama and poetry as well as identify the meters used by various poets in their poetry works. They will be able to appreciate their lyrics while reciting them and will be inspired to translate their emotions and feelings in to metrical Sanskrit writings.

[C] Contents:

Unit: I **Credit : 02**

Brief Introduction to Chhandaḥśāstra

- Brief Introduction to Chhandaḥśāstra

Unit: II **Credits : 03**

Classification and Elements of Sanskrit Meter

- Syllabic verse (akṣaravṛtta):
- Syllabo-quantitative verse (varṇavṛtta)
- Quantitative verse (mātrāvṛtta)
- samavrutta,
- vishamavrutt
- &ardhasamavritta

Unit: III **Credits :1**

Elements of Sanskrit Meter

- Syllables: laghu and guru, Gaṇa, Feet, yati,

Unit: IV **Credits :6**

Analysis of Selected Vedic Meter and their Lyrical Methods (गान-पद्धति

- Definition, Example, Analysis and Lyrical Methods of following vedic Meters:

Gayatri , ushnika, anushtup,, brhati, pankti, Trishtupp and jagati

Unit: V	**Analysis of Selected Classical Meter and their Lyrical Methods (गान-पद्धति)** • Definition, Example, Analysis and Lyrical Methods of following Meters:	**Credits:6**
Unit: VI	**Analysis of Selected Classical Meter and their Lyrical Methods (गान-पद्धति)** • Definition, Example, Analysis and Lyrical Methods of following Meters:	**Credits :6**

[D] Suggested Books/Readings:

1. धरानन्द शास्त्री (संपा.), केदारभट्ट विरचित वृत्तरत्नाकर, मोतीलाल बनारसीदास, दिल्ली, 2004
2. Brown, Charles Philip (1869). Sanskrit Prosody and Numerical Symbols Explained. London: Trübner & Co.
3. Deo, Ashwini. S (2007). The Metrical Organization of Classical Sanskrit Verse, (PDF). Journal of Linguistics 43 (01): 63–114. doi:10.1017/ s0022226706004452.

Additional Resources:

1. Recordings of recitation: H. V. Nagaraja Rao (ORI, Mysore), Ashwini Deo, Ram Karan Sharma, Arvind Kolhatkar.

2. Online Tools for Sanskrit Meter developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: http://sanskrit.du.ac.in

[E] Teaching Learning Process

1. Terminology related to meters and prosody will be specified.
2. The structure of prescribed verses will be identified by means of examples.
3. Appropriate rhythmic structure will be elaborately explained with their recitation keeping mind the caesuras for prescribed verses.

Multiple approaches to teaching-learning process, including seminars, tutorials, Power-point presentations, workshops, peer teaching and learning, practicum, Interaction with experts and project-based learning, field-based learning, etc will be applied in this course.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6

Week 12 – Unit 6

[G] Assessment :

[V.		**Basic Structure of Question Paper & Division of Marks**	**75**
	i	Definition 7 (from unit-3 to 6)	7x 5 = 35
	ii.	short notes (from unit-3 to 6)	5x 05 =25
	iii.	Recognition of Channdas	4 x 02 = 08
	iv.	Sanskrit Question	07
II		**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**25**

[H] Keywords :

Lyrics, Music, Meter etc.

Ability Enhancement Course Compulsory (AECC) (Any Two) MIL

B.A. (Hons Sanskrit)/B.Sc. (Hons)/B.Sc./B.Com. (Hons)/B.Com

Semester: I/II

AECC-1
Sanskrit as MIL: A (Advance)

Sanskrit Literature

AECC-2
Sanskrit as MIL: B (Intermediate)
Upaniṣad and Bhagawad Gītā

AECC-3
Sanskrit as MIL:C (Introductory)
Niti Literature

Sanskrit as MIL A1, AECC-1, Advance))

Sanskrit Literature

(72132801)

Max. Marks : (75+ 25 = 100) **Credits : 24**

[A] Course Objectives:

This course aims at making the students acquainted with general outline of Sanskrit literature. This course will help the learners be familiar with the tradition of Prose literature with some focus on individual contributors of Sanskrit prose writing.

[B] Course Learning Outcomes:

The students will learn the advance form of Sanskrit language as one of the modern Indian Language through the practice of simple Sanskrit writings. The stories and verses prescribed in the course will help the learners develop an understanding of the moral and ethical values that will be useful in their day to day life situations. They will be familiar with the rich history of Sanskrit Literature. This course will enhance their skills of chaste Sanskrit pronunciation as well as competence and performance of the language. This will help them translate and explain the prescribed Sanskrit texts in their native language.

[C] Contents:

Unit: I **Credit : o4**

Hitopadesha

Foreword (प्रस्तावना(, First Story, Verses:1-35

(Translation, Explanation and Grammar).

Unit: II **Hitopadesha** **Credits : 04**

Second Story, Verses: 36-62.

(Translation, Explanation and Grammar)

Unit: III **Credits : 04**

Cāṇakyanīti

Cāṇakyanīti (Verses: 1-50)

(Translation, Explanation and Grammar)

Unit: IV **Survey of Prose and Nitikavya** **Credits : 04**

Origin and development of Prose and Nītikāvya**.**

Unit: V **Credits: 04**

Cāṇakyanīti

Subandhu, Daṇḍin, Bāṇa, Ambikādatta Vyāsa.

Unit: VI **Credits : 04**

Cāṇakyanīti

Kathāsaritsāgara, Pañcatantra, Hitopadeśa, Cāṇakyanīti

[D] Suggested Books/Readings:

Compulsory Reading:

1. **पण्डित जीवानन्द विद्यासागर, हितोपदेश, सरस्वती प्रेस कलकत्ता।**
2. **श्रीलाल उपाध्याय) अनुवादक (चाणक्यनीतिदर्पण, बैजनाथ प्रसाद बुकसेलर, बनारस, 1952।**
3. **प्रीतिप्रभा गोयल, संस्कृत साहित्य का इतिहास, राजस्थानी ग्रन्थागार, जोधपुर।**
4. **उमाशंकर शर्मा ऋषि, संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी ।**
5. **A.B. Keith, History of Sanskrit Literature (हिन्दी अनुवाद, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली.(**
6. **.Gaurinath Shastri, A Concise History of Sanskrit Literature, MLBD, Delhi.**

Additional resources:

1. **राधावल्लभ त्रिपाठी, संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी।**
2. **बलदेव उपाध्याय, संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी ।**
3. **Krishnamachariar, History of Classical Sanskrit Literature, MLBD, Delhi.**

[E] Teaching Learning Process

8. The teacher will pronounce/recite/ read the Sanskrit text and the students will then repeat.
9. In situations involving difficult words, the text will be recited after disjoining or dividing the same. Teacher will then arrange them according to their meaning (Anvaya) and recite again. After this the meaning of the verses or of specific parts will be explained.
10. Reflected social, political, cultural features, etc. in the related section will be clarified while comparing them with current contexts.
11. Analysis of the text with highlighting the specific qualities of the characters will also be made.
12. The related grammar and poetic beauty will be clarified.

13. Regarding the introductory knowledge related to concerned poet and his poetic style will be discussed.
14. A variety of approaches to teaching-learning process, including seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning, etc will be applied in this course.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment :

V.		**Basic Structure of Question Paper & Division of Marks**	**75**
	i	Translation-4 (from unit-1 to 4)	05 x 04 = 20
	ii.	Explanations-4 (from unit-1 to 4)	08 x 03 = 24
	iii.	questions 02 (Unit 1 to 4) **Or** short notes	10 x 02 = 20
	iv.	Grammatical notes on underlined words of verses (from Unit s 1 to 4) = 4	04
	v.	sanskrit Question	07
II		**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**25**

[H] Keywords :

Hitopadeśa, Mitralabha, Sanskrit Story, Cāṇakyanīti, Sanskrit Prose, Nītikavaya, Subandhu, Daṇḍin, Bāṇa, Ambikādatta Vyāsa, Kathāsaritsāgara, Pañcatantra

(Sanskrit as MIL B1, AECC-2, Intermediate)
Upaniṣad and Bhagawad Gītā
(72132802)

Max. Marks : (75+ 25 = 100) **Credits : 24**

Course Objectives

[A]

The general objective of this course is to give the students basic idea of Philosophy of the Upaniṣads and the Bhagawad Gītā, which are recognised as representative texts of Indian thought.

[B] Course Learning Outcomes:

The Students will be able to peep into understand the spiritual depth of the intellectual wisdom of Indian seers. The Ishopanishad teaches the art of harmonising materialism and spiritualism. The subject matter of the Bhagawad Gita II comprising of the concepts of Niṣkām karmyoga, Self and Sthita Prajña (the ideal human being) will enable learners to attain a proper balance between intellectual and emotional faculties.
After the completion of this paper the students will be aware of the solutions of many modern day conflicts available in the upanishadic literature and Bhagavad Geeta. They will get to know the spiritual aspects of Indian traditions separated from the religious tradition**.**

[C] Contents:

Unit: I **Ishavasyopnisad** **Credit : 04**

Introduction to Ishavasyopnisad
Text Reading of Ishavasyopnisad

Unit: II **Ishavasyopnisad** **Credits: 04**

Text Reading of Ishavasyopnisad

Unit: III **Credits: 04**

Bhagavadgita

Text Introduction: Chapter Two
Text Reading:Chapter Two, Verse:01-25.

Unit: IV **Credits: 04**

Bhagavadgita

Text Reading Chapter Two, Verse: 26-72.

Unit: V **Credits:04**

Introduction to Upanisadic Philosophy:

General Introduction to Upanisadic Philosophy:

Unit: VI **Credits :04**

Introduction to Upanisadic Philosophy:

Atman, brahman, Isvara, karma, srishti.

[D] Suggested Books/Readings:

Compulsory Reading:

1. **हनुमान प्रसाद पोद्दार) सम्पादक(, ईशावास्योपनिषद्, गीताप्रेस गोरखपुर ।**
2. **शिवनारायण शास्त्री) व्या(, ईशावास्योपनिषद्, परिमल प्रकाशन, दिल्ली, 1996 ।**
3. **शशि तिवारी) व्या(, ईशावास्योपनिषद् :भूमिका एवं व्याख्या, भारतीय विद्या प्रकाशन, दिल्ली, 1997 ।**
4. **हनुमान प्रसाद पोद्दार) सम्पादक(, श्रीमद्भगवद्गीता, गीताप्रेस गोरखपुर ।**
5. **उमाशंकर शर्मा ऋषि : संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी ।**
6. **रमेश भारद्वाज, नवजागरण एवं स्वतन्त्रता आंदोलन में उपनिषदों की भूमिका, विद्यानिधि प्रकाशन, दिल्ली ।**
7. Śrimadbhagavadgītā - English commentary by Jayadayal Goyandka, Tattvavivecinī Gītā Press, Gorakhpur, 1997.
8. Isha Upanishad, The Complete Works Of Sri Aurobindo, Sri Aurobindo Ashram Trust, Pondicherry 2003
9. **Gaurinath Shastri, A Concise History of Sanskrit Literature, MLBD, Delhi.**

Additional Resources:

10. **बलदेव उपाध्याय, वैदिक साहित्य और संस्कृति, वाराणसी ।**
11. **बलदेव उपाध्याय, संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी ।**
12. **प्रीतिप्रभा गोयल, संस्कृत साहित्य का इतिहास, राजस्थानी ग्रन्थागार, जोधपुर।**
13. **राधावल्लभ त्रिपाठी, संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी ।**
14. **Keith, A.B. : History of Sanskrit Literature, also Hindi translation, MLBD, Delhi (हिन्दी अनुवाद, मंगलदेव शास्त्री, मोतीलाल बनारसीदास,दिल्ली ।(**
15. **Krishnamachariar,History of Classical Sanskrit Literature, MLBD, Delhi.**
16. **Winternitz Maurice, Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.**
17. **Gita super site**

[E] Teaching Learning Process

1. The teacher will pronounce/recite/ read the Sanskrit text and the students will then repeat.
2. In situations involving hard words, the text will be recited after disjoining or dividing the hard words.
3. After division/ disjoining of hard words teacher will arrange them according to its meaning (Anvaya) and recite again.
4. After this the meaning of the verses or of specific parts will be explained.
5. Reflected social, political, cultural features, etc. in the related section will be clarified while comparing them with current contexts.
6. Analysis of the text with highlighting the specific qualities of the characters will also be made.
7. The related grammar and poetic beauty will be clarified.
8. Regarding the introductory knowledge related to concerned poet and his poetic style will be discussed.

9. A variety of approaches to teaching-learning process, including seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning, etc will be applied in this course.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment :

I.	**Basic Structure of Question Paper & Division of Marks**	**75**	
I	Translation-4 (from unit-1 to 4)	05 x 04	= 20
ii.	Explanations-4 (from unit-1 to 4)	08 x 03	= 24
iii.	questions 02 (Unit 1 to 4) **Or** short notes	10 x 02	= 20
iv.	Grammatical notes on underlined words of verses (from Unit s 1 to 4) = 4		4
v.	Sanskrit Question		07
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**25**	

[H] Keywords :

Atman, Brahman, Ishwar, Karma , Sristi

(Sanskrit as MIL C1, AECC-3, Introductory)
Niti Literature
(72132803)

Max. Marks : (75+ 25 = 100) **Credits :20**

[A] Course Objectives:

This course aims to get the students acquainted with the outline of Sanskrit Nīti literature through texts Pañcatantram and Nītiśatakam with the General Introduction to Sanskrit Literature.

[B] Course Learning Outcomes:

The students will learn the essence of the ways of life depicted and enjoined in the Niti Literature of Sanskrit language. They will also learn various aspects and forms of Sanskrit as one of the modern Indian Languages through the practice of easy and simple Sanskrit texts of Niti Literature. The storylines and the study and verses from the prescribed texts will instill in the students the moral and ethical values that will be an asset in the lived lives. They will be familiar with the general history of Sanskrit Literature and with the style and contents of the works of eminent literary figures like Bhasa, Kalidas, Bhavabhuti and Banabhatta etc. This course will enhance the skill of chaste Sanskrit pronunciation as well as competence and performance of language. This will help them translate, explain the prescribed Sanskrit texts in their native language.

[C] Contents:

Unit: I **Credit : 04**

Pañcatantra

ksapanakakatha, sinha-karaka-murkhabrahmana katha
(क्षपणककथा, सिंह-कारक-मूर्खब्राह्मणकथा(

Unit: II **Credits : 04**

Pañcatantra

Text Introduction of the following: murkhapandita-katha, vanara-magaramaccha-katha and gangadattamanduka katha
(मूर्खपण्डित-कथा, वानर-मकरमच्छ-कथा तथा गंगदत्तमण्डूककथा (

Unit: III **Credits : o4**

Nītiśatakam

Introduction to nitishatakam
Text reading of nitishatakam from verses: 01-10.
(According to Savitri Gupta, Vidyanidhi Prakashan, 2015).

Unit: IV **Nītiśatakam** **Credits : 04**

Text reading of nitishatakam from verses: 11-30 (According to Savitri Gupta, Vidyanidhi Prakashan, 2015).

Unit: V **Credits: 06**

Introduction to Sanskrit Mahakavyas and Prose

Mahakavya- (Kalidasa and Bharavi)
Prose -(Banabhatta and Dandin)

Unit: VI **Credits : 04**

Introduction to Sanskrit Drama

Drama- (Bhasa, Kalidasa and Bhavabhuti)

[D] Suggested Books/Readings:

1. श्यामाचरण पाण्डेय) व्या(., पञ्चतंत्रम्) विष्णु शर्मा(, मोतीलाल बनारसीदास, दिल्ली, 1975।
2. M.R. Kale, Pancatantram(ed. and trans.), Motilal Banarasidass, Delhi, 1999.
3. सावित्री गुप्ता) 2015), नीतिशतक, विद्यानिधि प्रकाशन, दिल्ली।
4. उमाशंकर शर्मा ऋषि : संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी।
5. भोलाशंकर व्यास, संस्कृतकविदर्शन, चौखम्भा विद्याभवन, वाराणसी।
6. Dasgupta, S.N., A History of Sanskrit Literature: Classical Period, University of Calcutta, 1977.

Additional Resources: .

1. Chandra Rajan, Pancatantram(trans.) Penguin Classics, Penguin Books.
2. बाबूराम त्रिपाठी, नीतिशतकम्) भर्तृहरि (महालक्ष्मी प्रकाशन, आगरा, 1986।
3. रमाशंकर त्रिपाठी, संस्कृत साहित्य का प्रामाणिक इतिहास, कृष्णदास अकादमी, वाराणसी।
4. राधावल्लभ त्रिपाठी, संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन वाराणसी।
5. A Collection of Ancient Hindu Tales (ed.) Franklin Edgerton, Johannes Hertel, 1908.
6. Keith, Arthur Berriedale, A History of Sanskrit Literature, MLBD, Delhi.
7. Krishnamachariar M, Classical Sanskrit Literature,MLBD, Delhi.

[E] Teaching Learning Process

1. The teacher will pronounce/recite/ read the Sanskrit text and the students will then repeat.
2. In situations involving hard words, the text will be recited after disjoining or dividing the hard words.
3. After division/ disjoining of hard words teacher will arrange them according to its meaning (Anvaya) and recite again.
4. After this the meaning of the verses or of specific parts will be explained.
5. Reflected social, political, cultural features, etc. in the related section will be clarified while comparing them with current contexts.
6. Analysis of the text with highlighting the specific qualities of the characters will also be made.
7. The related grammar and poetic beauty will be clarified.

8. Regarding the introductory knowledge related to concerned poet and his poetic style will be discussed.

A variety of approaches to teaching-learning process, including seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning, etc will be applied in this course.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment :

I.		**Basic Structure of Question Paper & Division of Marks**	**75**	
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	v.	Sanskrit Question		07
II		**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**25**	

[H] Keywords :

Ksapanaka, katha, Niti, Mahakavya, Prose, Drama